


REQUEST FOR APPLICATION (RFA)

Statewide Education Technology Services (SETS)

Description of the project: This Request for Application (RFA) seeks to identify lead agencies to provide Statewide Education Technology Services (SETS), beginning November 1, 1999, to build the capacity of education agencies in their implementation of education technology. The SETS to be provided have been determined based upon an analysis of locally and regionally defined needs through a multi-step process involving representatives from all the major stakeholder technology organizations and groups.

The identified SETS are:

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1. Professional Development and Resources for Technology Support Staff
 2. Professional Development and Resources for District and Site Administrators
 3. Learning Resources
 4. Arranging Discount Pricing and Coordinating Purchasing of State Licenses

Eligible applicants: School districts, county offices of education, or a consortium of districts and/or county offices of education may apply to be the statewide lead agency to provide one or more of the identified SETS to all local education agencies within the state. Partnerships or consortia that include the private sector are encouraged. An applicant may apply for more than one service.

Date/time/place for submission of applications: An Intent to Submit (Form SETS-A) must be received by 5 p.m. on Wednesday, August 18, 1999, and applications must be received by 5 p.m. on Wednesday, September 1, 1999. A separate application is required for each service chosen. All items must be submitted to:

California Department of Education
Education Technology Office
515 L Street, Suite 250
Sacramento, CA 95814

Contact person: Van Wilkinson, vwilkins@cde.ca.gov, (916) 323-4709 or 323-5715

Note: Questions must be submitted via letter or e-mail to the California Department of Education (CDE); CDE will send responses to substantive questions received by Friday, August 20, 1999, to all applicants that submit an "Intent to Submit" form.

Applicants' conference: CDE will host an optional conference in Sacramento for potential applicants on Friday, August 13, 1999, at 560 J Street, Room 395, starting at 10 a.m. The meeting will first cover the overall RFA components, after which there may be separate service-specific breakout sessions.

Source of funding: This project is supported by state funds. Project funding is contingent upon allocation of funding in the state budget each fiscal year.

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APPENDIX I: FORMS

SETS-A	Intent to Submit
SETS-B	Application Title Page
SETS-C	Drug-Free Workplace Certification
SETS-D	Professional Staff by Project Activity
SETS-E-1	Budget Form: Expenditures from Contract Funds
SETS-E-2	Budget Form: Income and Expenditures from Fees, the Lead Agency or Partners
SETS-F	Nondiscrimination Compliance Statement (Std. 19)

APPENDIX II: ATTACHMENTS

ATTACHMENT 1	Professional Development and Resources for Technology Support Staff Statewide Service
ATTACHMENT 2	Professional Development and Resources for District and Site Administrators Statewide Service
ATTACHMENT 3	Learning Resources Statewide Service
ATTACHMENT 4	Arranging Discount Pricing and Coordinating Purchasing of State Licenses Statewide Service
ATTACHMENT 5	Applicant's Checklist
ATTACHMENT 6	Compliance with DVBE Participation Goals: Attachment A: Definition of Disabled Veteran Business Enterprise Military and Veterans Code Section 999 Attachment B: Summary of Disabled Veteran Business Enterprise Participation Attachment C: Documentation of Good Faith Efforts Attachment D: California State map, resources for soliciting DVBEs, focus and trade papers to advertise for DVBEs, and categorical listings of services provided by DVBEs
ATTACHMENT 7	Travel Experience Reimbursement: A Summary of the State of California Travel Program

Statewide Education Technology Services (SETS)


I. PROGRAM OVERVIEW

A. Objectives

The objectives for this Request for Application (RFA) are to:

1. Identify and describe the statewide education technology services (SETS) with sufficient detail so that applicant local education agencies (LEAs) may fairly and accurately compete for funding to deliver these services.
2. Identify through a competitive process which lead agencies will best provide these services.
3. Provide the basis for a recommendation to the State Board of Education for its October 6-8, 1999 meeting regarding those LEAs best prepared to provide these services, with the initial funding period commencing November 1, 1999.

The identified SETS are:

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1. Professional Development and Resources for Technology Support Staff
 2. Professional Development and Resources for District and Site Administrators
 3. Learning Resources
 4. Arranging Discount Pricing and Coordinating Purchasing of State Licenses

B. Background

Education Code Section 51872 (b) states that SETS are to provide services which “address locally defined needs but that are more efficiently and effectively provided on a statewide basis.” In 1999, LEAs were selected to host regional CTAP operations. As part of that application and selection process, regional needs were assessed and prioritized. Through an analysis of these needs, plus input from others, the California Department of Education (CDE) determined the list of SETS listed above.

To comply with enabling legislation, CDE is issuing this RFA to select a lead agency for each of the SETS, commencing when the contract is approved by the Department of General Services (on or about November 1, 1999) and extending through June 30, 2001, with the possibility for additional funding between July 1, 2000 and June 30, 2002. Based upon the results of the evaluation of this RFA, CDE will make recommendations for funding to the State Board of Education (SBE).

The CDE shall provide an annual report of the services provided by each lead agency to the SBE. The CDE shall recommend to the SBE those SETS to be renewed, discontinued, or added based in part on changing statewide technology needs.

C. Role of the State Board of Education and the California Department of Education

The SBE is responsible for approving policies related to the program and awarding project funds to districts or county offices of education based upon the requirements of the application. The CDE shall recommend to the SBE those SETS to be renewed, discontinued, or added at any time during the life of this legislation.

The CDE's Education Technology Office is responsible for administering the program. In this capacity, the CDE will be responsible for:

1. assisting the SBE on education technology plans, policies, programs, and activities;
2. providing for statewide coordination, planning, and evaluation of education technology programs and resources;
3. providing the service provider with necessary CDE publications and data;
4. advancing the use of technology in the curriculum and in the administration of elementary and secondary schools;
5. providing technical assistance;
6. monitoring project activities and expenditures, processing award notices and payments, and making a recommendation to the SBE regarding those SETS to be renewed, discontinued, or added; and
7. approving all materials or products developed under the terms of the SETS contract.

Notes:

- (A) All electronic learning resources used as part of any one of the SETS must be aligned with the state curriculum standards, of high quality, and accurate.
- (B) All products developed by the SETS must be in full compliance with Public Law 103-382 (Sections 3131-3135), accurate, and of high quality. All products must be submitted to the CDE in hard copy and electronically. Unless prior approval has been obtained from CDE, all products submitted to CDE electronically must be formatted in such a way that they can be opened using a CDE standard machine and using one of the CDE's standard software packages (for this RFA, PC-based Microsoft Office 97, Word 97).

II. GENERAL APPLICATION INFORMATION

A. Critical Dates and Application Submission Information

Intent to Submit: Completed Intent to Submit forms (Form SETS-A) must be in the possession of CDE's Education Technology Office no later than 5 p.m. on Wednesday, August 18, 1999.

Applications: Completed applications must be in the possession of CDE's Education Technology Office no later than 5 p.m. on Wednesday, September 1, 1999. Applications delivered by hand on the deadline date will not be accepted after 5 p.m. All applications must be received on or before that date to be considered. Late submissions will not be considered. Submittal of a proposal constitutes a release of information and waiver of the individual's right of privacy with regard to information provided in response to the RFA. Ideas and formats presented in any proposal will become the property of the CDE.

A summary of critical dates is provided in the following table:

Table 1: Timeline of Critical Dates

Date	Activity
July 14-16, 1999	SBE meets to approve SETS.
July 19-26, 1999	RFAs made available to school districts and county offices of education and others requesting a copy after the July 14-16, 1999, SBE meeting. The RFA will also be available on the CDE Web site.
August 13, 1999	Optional conference for potential applicants in Sacramento from 10 a.m.-3 p.m. at 560 J Street, Room 395.
August 18, 1999	Complete Intent to Submit (Form SETS-A) must be in the possession of the CDE's Education Technology Office no later than 5 p.m. (Note: This is a <u>required</u> part of the application process.)
September 1, 1999	Complete applications must be in the possession of the CDE's Education Technology Office no later than 5 p.m.
September 7-10, 1999	Applications read and scored.
September 14, 1999	The CDE finalizes the recommendations for funding SETS providers and forwards them to the State Board for approval.
October 6-8, 1999	State Board meeting. SETS providers approved.
November 1, 1999	Anticipated date for selected SETS providers begin first funded year. (See chart below for anticipated funding amounts through June 30, 2001.)

B. Eligible Applicants

Any school district, county office of education, or a consortium of districts and/or county offices of education may submit an application in response to this RFA. Partnerships or consortia that include professional organizations and/or the private sector are encouraged. In this RFA, the applicant may be referred to as "applicant," "service provider," "contractor," "lead agency," "bidder," or "awardee." Applicants may apply for more than one service.

C. Scope of Services

It is anticipated that the State Board will fund one application for each of the SETS. Applications must address how services are to be provided on a statewide basis. Applicants should be aware that they must apply to serve as service provider for all the school districts and county offices of education. CDE expects the contractor to take the diverse needs of California into account and to develop services to meet the needs throughout the state. The main components for each service are delineated in Section III. C. 3, "Service Work Plan," and in Attachments 1-4.

D. Award Period

For the purposes of this RFA, the first year of the contract shall be the date the Department of General Services approves the contract through June 30, 2000. The second year shall be July 1, 2000 through June 30, 2001, and the third year shall be July 1, 2001 through June 30, 2002. For the first year of the contract, the award period will be the date the Department of General Services approves the contract through June 30, 2001; this means that although the first year of the contract is less than one year (i.e., approximately November through June), the successful applicant will have nearly two years (approximately November 1999 until June 2001) to complete the work. Additional funding may be provided to successful applicants for the periods of July 1, 2000 through June 30, 2001 and July 1, 2001 through June 30, 2002. Additional contracts in subsequent years will be approved contingent upon: (a) a continued need for the statewide service(s), (b) satisfactory completion of the annual reporting and recertification processes, and (c) allocation of sufficient funding in the State budget. In the first and subsequent years, the SBE reserves the right to fund applications at a lesser amount if the application can be implemented with less funding or if the funding is needed for a higher priority service. It is also possible that recommended applicants will be contacted by CDE and asked to negotiate one or more budget items if in the opinion of CDE the proposed expense(s) is not consistent with the Service Work Plan and/or the objectives of the program. The CDE reserves the right to recommend to the State Board of Education the cancellation of any award, or a decrease funding, with a 30-day written notice to the service provider.

E. Level of Funding

SETS	Amount for 8-month period (11-01-99 through 06-30-00)	Anticipated amount for 12-month period (07-01-00 through 06-30-01)
(1) Professional Development and Resources for Technology Support Staff	\$174,900	\$300,000
(2) Professional Development and Resources for District and Site Administrators	\$116,600	\$200,000
(3) Learning Resources	\$592,357	\$1,016,044
(4) Arranging Discount Pricing and Coordinating Purchasing of State Licenses	\$291,500	\$500,000
Annual total	\$1,175,357	\$2,016,044

Recommended funding levels for July 1, 2001 through June 30, 2002 will be based on a variety of factors, including, but not necessarily limited to, allocation of funding in the State budget, statewide needs, results of evaluations, and progress toward fiscal self-sufficiency. Applicants should also be aware that because funding is contingent upon allocation of funding in the State budget, the amounts may be subject to change.

F. How Funding May Be Used

Funding may be used for staff, substitutes or staff/administrator stipends, materials, services, training, equipment, supplies, evaluation, transportation, or other purposes consistent with the approved application, except that indirect costs cannot exceed the rate approved by the CDE for the lead agency for the appropriate fiscal year. In addition, if the budget includes any out-of-state travel, justification must be included in the budget narrative (Section III, C, 3, Plan Section D) and approved by the CDE.

All travel costs and related expenses supported by this project shall be reimbursed at rates not to exceed those established for CDE's nonrepresented employees, computed in accordance with and allowable pursuant to applicable Department of Personnel Administration regulations. (See Attachment 7.)

Funding should be spent in the fiscal year in which it is received according to the approved application and budget. The annual report to the SBE must include a description of the funds expended during the year and the services provided with those funds. The SBE reserves the right to decrease funding in subsequent years if it appears that a lead agency does not need all of the funding allocated to it.

G. Payment Information

Payments will be made in arrears on a monthly basis upon receipt of an itemized invoice and a progress report of activities. The CDE shall retain from each payment an amount equal to 10 percent of the payment. Final payments will not be made until acceptance of all contracted work and completion of a Std. 4 Contract/Contractor Evaluation by the state contract monitor.

H. Budget Changes

Surplus funds from a given line item of the budget, up to 10 percent of that line item, may be used to defray allowable direct costs under other budget line items with prior CDE approval. Any budget line item change of more than 10 percent requires a contract amendment and approval by the State Department of General Services if required by State law or policy. Changes cannot be made which increase the rates of reimbursement.

I. Application Review and Award Process

Each application will be evaluated using a two-step process to determine responsiveness to the requirements and standards as described in this RFA. Consistent with the requirements of this RFA, the CDE reserves the right to not recommend any or all applications to the SBE for funding. Nothing herein requires the granting of an award for each service in response to this RFA. In the event a lead agency is not selected for one or more services, another round of applications may be solicited and any previous applicants for that service will be allowed to strengthen their applications and resubmit them for reconsideration, along with any new applications that might be submitted at that time.

In Step I, "Application Format," applications will be evaluated on a yes/no basis as described below. If more than one application has been received for a service, receipt of a "no" will result in elimination of the application from further consideration. If only one application has been received for a service and that applicant receives a "no" in Step I, that applicant will be contacted and will be required to fax the corrected section of the application by 5 p.m. of the second business day following the day of the request from CDE.

In Step II, "Performance Evaluation," a review panel will score applications using the Rating Criteria included in this RFA. In addition, CDE may review applications to evaluate the Service Work Plan for alignment with State Board content standards, as applicable to that service.

The highest scoring application for each service may be recommended to the SBE for funding. Nothing herein requires the granting of an award for each SETS in response to this RFA. The CDE reserves the right to not recommend any or all applications to the SBE for funding, based on the contents and quality of the application as determined by the CDE, regardless of the score(s) achieved during the evaluation process. In the event an application that receives fewer than 75 percent of the total points is recommended for funding or if the application is not found to be fully aligned with State Board content standards, the application may be recommended for conditional approval. The lead agency will be required to work with the CDE to strengthen the Service Work Plan in the weak area(s), and funding will be withheld until the program plan has been strengthened to the CDE's satisfaction.

Step I, Application Format

Applications will be screened for compliance with the following format requirements:

1. The applicant must have submitted an "Intent to Submit" form by the August 18, 1999 deadline.
2. Fifteen (15) copies plus one original, for a total of sixteen (16), must be submitted by the September 1, 1999, deadline.
3. All required components, forms, and attachments, including resumes for project staff and/or prospectus for project staff to be hired, must be included.

4. The title page of the application must be signed by an authorized representative of the applicant district or county office.
5. All pages, including all narratives, forms, resumes for project staff and/or prospectus for project staff to be hired, and required attachments, must be sequentially numbered. Note: Hand-written page numbers are acceptable.
6. All narrative pages of the Service Work Plan and the Budget Narrative must include line numbers. Pages should be individually numbered, with the first line of each page being line #1. Note that resumes for project staff and/or prospectus for project staff to be hired and required attachments are not considered part of the narrative and do not have to be line-numbered.
7. All narrative pages of the Service Work Plan and the Budget Narrative may not contain more than 24 lines per page. If tables or graphics are included, the number of lines of text on the page must be decreased to provide room for the tables or graphics. Additionally, any charts must not increase the word count for the page to exceed the number typically found on a page with 24 lines of text.
8. The Service Work Plan narrative may not exceed fifteen (15) total pages, exclusive of the required forms and attachments, including resumes and/or prospectus for project staff to be hired.
9. The budget narrative may not exceed four (4) total pages, exclusive of the required forms.

Penalty for failure to comply with requirements of Step I (Applicant Format):

If more than one applicant for a service: Applications that do not comply with the format requirements will be disqualified from the competition. Disqualified applications will not be scored. Applicants will not be allowed to correct deficiencies and resubmit their application for consideration in this round of competition.

If only one applicant for a service: Applications that do not comply with the format requirements will be called on the telephone and informed of the error. To maintain their eligibility in this round of competition, applicants will be required to submit the missing or corrected item(s) via fax by 5 p.m. of the second business day following the day of the request from CDE.

Project applicants are encouraged to format applications in a professional and easy-to-read manner. For example, it is recommended that a minimum font size of 12 be used to promote readability. It is also recommended that each application section be clearly labeled and that each page be double spaced.

Reviewers will have a limited time to read each application. Their reading time will be limited to the components described in Section III, Item C: "Application Sections and Forms." Any appendix or supplementary materials not specifically required should not be submitted. If submitted, these items will be pulled from the application package. These items will not be reviewed when the application is scored, nor will they be returned to the applicant.

Step II, Performance Evaluation

During September 1999 applications will be evaluated and scored based upon the rating criteria included in this application. A panel of approximately five (5) readers appointed by CDE will score each application. These readers will represent appropriate and necessary education technology leadership groups and constituencies. Readers must not have a conflict of interest nor shall they be employees of or paid consultants to school districts or county offices of education applying. Each reader will score each

application independently. The readers will then discuss the application and write comments together. If the total scores for each application are identical or if the range of the scores is 25 points or less, the scores are “in agreement” and will be averaged to yield the total score from the readers. If the range of the readers’ scores exceeds 25 points and the readers are not able to resolve the differences, the scores from this panel will be set aside. The application will be re-scored by a new panel of three other readers. This panel will read the application until the readers are able to assign scores that are in agreement.

In addition to the reader review, CDE may review applications to evaluate the Service Work Plan for alignment with State Board content standards, as applicable to that service. For the Learning Resources Service, CDE will also review the proposed process for evaluating electronic learning resources to determine consistency with the state adoption process. Although the nature of the reviews done under the Learning Resources Service and those done during an adoption are different (i.e., one is simply a review while the other leads to adoption), to the extent possible, the process used by the Learning Resources Service is to be consistent with the adoption process.

By September 14, 1999, applicants will receive via fax the results of the evaluation and a notice of the proposed lead agencies to be service providers. A notice of the proposed lead agencies will be posted on Tuesday, September 14, 1999, at:

California Department of Education
Education Technology Office
515 L Street, Suite 250
Sacramento, CA 95814

In the event an applicant wishes to protest the recommendation prior to that recommendation being presented to the SBE, the applicant must file a protest within five (5) working days of the notice of the proposed lead agencies. Only those agencies that submitted applications may protest the award. Protests shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the format requirements or the review panel failed to correctly apply the standard for evaluating the applications as specified in the RFA. The protesting applicant must file a full and complete written protest, including the issue(s) in dispute, the basis for the agency’s position, and the remedy sought. Protests must be addressed to:

Nancy Sullivan, Manager
Education Technology Office
California Department of Education
515 L Street, Suite 250
Sacramento, CA 95814

The Education Technology Office will forward appeals to the Chief Deputy Superintendent (or the Chief’s designee) who will meet with another deputy and a representative from the CDE Legal Office in an open meeting to decide how the protest is to be handled. Their decision shall be the final administrative action afforded the protesting agency prior to the recommendation being forwarded to the State Board of Education.

The list of recommended SETS providers will be presented to the SBE for action in October 1999. Any applicant that wishes to address the SBE regarding the status of its application may do so by following the standard SBE procedures. For more information contact:

State Board of Education
721 Capitol Mall, Room 532
P.O. Box 944272
Sacramento, CA 94244-2720

The contract period for approved applications will be the date the contract is approved by the Department of General Services (anticipated to be on or about November 1, 1999) to June 30, 2001. Additional funding may be provided to successful applicants for the periods of July 1, 2000 through June 30, 2001 and July 1, 2001 through June 30, 2002. Funding beyond June 30, 2000 is contingent upon: (a) a continued need for the statewide service(s), (b) satisfactory completion of the annual reporting and recertification processes, and (c) allocation of sufficient funding in the State budget.

Applicants will be notified no later than Thursday, October 14, 1999, of the SBE action at the October Board meeting. The LEA for applications selected for funding will be required to sign a contract with the State of California.

III. HOW TO APPLY FOR FUNDING

A. Instructions for Submitting an Application

1. Due Dates

Intent to Submit: A complete Intent to Submit form (Form SETS-A) must be in the possession of the CDE's Education Technology Office no later than 5 p.m. on Wednesday, August 18, 1999. Completion of this form is a mandatory part of the application process. A fax submission is acceptable.

CDE will send responses to substantive questions to the applicants that return the Intent to Submit form. CDE will also post a list of applicants that returned an Intent to Submit form by the due date on the Education Technology Office Web page: http://www.cde.ca.gov/ftpbranch/retdiv/ed_tech.

Potential applicants should be aware that there is no penalty for forwarding an Intent to Submit form on or before the deadline and then, subsequently, withdrawing that intent. In the event a potential applicant indicates an intent to submit and later decides not to submit an application, that potential applicant is encouraged to notify CDE of the intent not to participate in the application process. CDE will update the list of applicants on the Education Technology Office Web page if it receives notification of a change in potential applicants.

Applications: Completed applications must be in the possession of the CDE's Education Technology Office no later than 5 p.m. on Wednesday, September 1, 1999.

Mailing address for applications:

California Department of Education
Education Technology Office
515 L Street, Suite 250
Sacramento, CA 95814

Applications delivered by hand will be accepted daily at the above address between the hours of 8 a.m. and 5 p.m., except Saturdays, Sundays, or State holidays.

2. Number of Copies to Submit

Intent to Submit: Only one Intent to Submit form needs to be submitted.

Applications: All applicants are required to submit one (1) signed original (labeled as "original," unbound and suitable for photocopying) and fifteen (15) copies of the application. The original and each copy of the application must be covered with a Title Page (included as Form SETS-B in this application) or a reasonable facsimile. Except for the one unbound original referenced above, all copies of the applications must be stapled or bound in such a manner that the application is flat. Do not submit applications in binders.

3. Applicant's Checklist

An Applicant's Checklist is included as an attachment to this RFA. This checklist is intended to assist the applicant in verifying that all required components of the application are included in the application package. This checklist also includes due dates to highlight when the Intent to Submit and the application are due. Applicants are not required to complete this form, nor are they required to submit it with the application package.

B. Intent to Submit

Applicants must use the Intent to Submit form (Form SETS-A) provided in this application. This page is not scored. The contact person listed on this form should be someone who can respond to requests for information regarding the application.

C. Application Sections and Forms

Applicants may apply to provide one or more of these services, but a separate application is required for each service chosen.

Applications must contain the following:

1. Application Title Page (Form SETS-B): Applicants must use the title page provided in this application or a reasonable facsimile. This page is not scored. This page must state the service for which the applicant is applying and be signed by the individual qualified to make the offer to perform the work described. The individual signing this letter must indicate his/her position title. The primary contact person listed on this form should be someone who can quickly respond to requests for information regarding the application.
2. Drug-Free Workplace Certification: (Form SETS-C) must be signed as a condition of receipt of the contract. However, this form need not be signed and included with the proposal but may be submitted with the proposal if the applicant so chooses. This page is not scored.
3. Service Work Plan: This section is scored for a total of 100 points. The number of points assigned to each of the six required subsections is included below. In total, the Service Work Plan must describe in detail the tasks and activities to be undertaken during all three possible years of funding in order to accomplish the purpose of the project and produce the required final products. Any anticipated theoretical or practical problems associated with the completion of each task must be discussed, and solutions, alternatives or contingency plans related to these problems should be proposed as appropriate. The work plan must include proposed task initiation and completion dates and levels of effort (i.e., hours) by task for proposed personnel.
 - a. Planning and coordination. (15 points) In this section, the applicant must address:
 - (1) the applicant's capacity to predict needed services, short-term and long-term;
 - (2) the applicant's capacity to adjust and allocate resources and priorities throughout the life of the program to best deliver the service;

- (3) the active outreach or marketing process that will be used to apprise clients of the service(s);
 - (4) how the applicant will work in concert with other appropriate state-funded educational technology programs (particularly any other SETS funded through this legislation, Digital High Schools, and CTAP Regional Services), and with other appropriate federally-funded programs and initiatives (particularly E-rate and Technology Literacy Challenge) to minimize duplication and maximize resources; and
 - (5) how the applicant will ensure that all electronic learning resources used as part of any one of the SETS will be aligned with the state curriculum standards, of high quality, and accurate.
- b. **Delivery of the SETS. (40 points)** In this section, the applicant must address the prompts listed below for the appropriate service. Refer to Attachments 1-4 for additional information about, and requirements for, each of the SETS. Applicants should keep in mind that each of the SETS is to be a service that is “more efficiently and effectively provided on a statewide basis” (Education Code Section 51872 (b)).
- (1) **Professional Development and Resources for Technology Support Staff Statewide Service:** Refer to Attachment 1 for more information regarding requirements and evaluation of the application. In this section, the application must respond to the following questions:
 - (a) How will the applicant establish the process of collaborating with representatives from key entities (both public and private) that have expert knowledge of the skills needed by technology support staff in order to produce a description or matrix of those skills to be approved by the CDE?
 - (b) How will the applicant use the description or matrix of those skills approved by the CDE to identify and evaluate the effectiveness of existing professional development and resources for technology support staff?
 - (c) How will the applicant use the description or matrix of those skills approved by the CDE to identify gaps between what is currently available and what is needed?
 - (d) How will the applicant provide solutions that fill the gaps?
 - (e) How will the applicant produce and/or arrange for a comprehensive training system for technology support staff with the intent to avoid duplication so that only those identified unmet needs (the "gaps") require the creation of new professional development and resources?
 - (f) How will the applicant disseminate information about this comprehensive training system in ways most efficient and effective for reaching technology support staff?
 - (g) How will the applicant identify, evaluate, and promote the development of new "support tools" and "resources" that complement the comprehensive training system?
 - (h) How will the applicant take appropriate steps to help this service make progress on or before June 30, 2001 toward becoming a fiscally self-sufficient service?
 - (2) **Professional Development and Resources for District and Site Administrators Statewide Service:** Refer to Attachment 2 for more information regarding requirements and evaluation of the application. In this section, the application must respond to the following questions:

- (a) How will the applicant collaborate with others, such as but not limited to the California Department of Education (CDE), the Association of California School Administrators (ACSA), the California School Leadership Academy (CSLA), the Professional Development Consortia (PDC), institutes of higher education (IHEs), and others with successful experience providing professional development opportunities and resources for district and site administrators, in the design and delivery of this service, starting with an evaluation and determination of best practices?
 - (b) How will the applicant determine the best (most efficient and effective) existing practices of providing professional development opportunities and resources to district and site administrators?
 - (c) How will the applicant evaluate professional development content and practices of potential partners and/or other organizations and vendors against the models that have been shown to work most efficiently and effectively (# 2 above) so as to identify gaps between what is currently available and what is needed?
 - (d) How will the applicant provide solutions that fill the gaps?
 - (e) How will the applicant provide district and site administrators with a comprehensive training system that enhances their skills in at least the following identified areas:
 - leading technology planning;
 - understanding system operation and maintenance;
 - supporting the professional development need of technical support staff, certificated staff, and support staff with respect to technology;
 - leading the financial planning for technology;
 - leading data-driven decision making; and
 - integrating technology into the curriculum to support standards-driven teaching and learning?
 - (f) How will the applicant market these professional development opportunities and resources to the target audience?
 - (g) How will the applicant take appropriate steps to help this service make progress on or before June 30, 2001 toward becoming a fiscally self-sufficient service?
- (3) Learning Resources Statewide Service: Refer to Attachment 3 for more information regarding requirements and evaluation of the application.
- (a) How will the applicant develop evaluation criteria for submission to the CDE that provide for the review of electronic learning resources to determine alignment with State Board adopted standards and for their technical quality (i.e., ease of access and use)? How will the applicant identify, acquire, and evaluate electronic learning resources using the State Board approved criteria in such a manner that the criteria are fairly and consistently applied to all resources reviewed?
 - (b) How will the applicant develop and maintain a web-based presence to make the following available: the results of the evaluations; the standards-based online learning units/lessons that use those learning resources and instructional online activities which are rated as being most aligned with the State Board adopted criteria used by this service; and links to all regional CTAP web pages, all other SETS, the CDE, and to other appropriate resources, such as the State Board-adopted content standards?

- (c) How will the applicant disseminate information about and market all SETS to regional CTAP representatives, county offices of education, districts, schools, and appropriate others, including those who have access to the Internet and those that do not?
 - (d) How will the applicant identify and, if necessary, produce units/lessons that make use of those resources evaluated as being most aligned with the State Board adopted evaluation criteria used by this service?
- (4) Arranging Discount Pricing and Coordinating Purchasing of State Licenses Statewide Service: Refer to Attachment 4 for more information regarding requirements and evaluation of the application.
 - (a) How will the applicant negotiate for or arrange for discounting, licensing, or purchasing of high quality electronic resources (including software, on-line resources, videos, etc.) and technology equipment?
 - (b) How will the applicant develop a system of locating and publicizing “piggyback” purchasing of these digitized resources (including software, on-line resources, videos, etc.) and technology equipment across the state?
 - (c) How will the applicant develop and maintain a web-based presence to make the following available: (1) a description of the processes used to deliver this service; (2) the items currently under consideration for discounting, licensing, or purchasing; and (3) those items that have been discounted, licensed, or purchased?
 - (d) How will the applicant disseminate and market the results of the discounting, licensing, and purchasing to all appropriate clients (CDE, regional CTAP representatives, county offices of education, districts, schools, and appropriate others, including those who have access to the Internet and those that do not)?
- c. Management, Staffing, and Advisory. **(20 points)** Together with Form SETS-D, “Professional Staff by Project Activity,” the information in this section must address the internal management, staffing, and the advisory group process for the project work in sufficient detail to demonstrate how this plan will ensure accomplishment of the tasks.
 - (1) This section of the application must include a plan for internal management of the project. This section must also include a staff organizational chart that identifies staff by name to be assigned to the project, lines of approval authority, and the name of the person to act as project director. This organization chart is limited to one page in length and must be included as Attachment 1 to the application.
 - (2) This section of the application must identify the individuals proposed to fill professional positions, explain the expertise of these individuals to complete the work described in the Service Work Plan, and give an explanation of how the proposed staff will provide the service year round. In addition to the narrative in this section, the application must include Form SETS-D “Professional Staff by Service” and resumes for each professional project personnel.

Form SETS-D is to be completed with the staff to be assigned to the project by name, current agency, title, and the full-time equivalent (FTE) to be devoted to the service, as well as the amount of time (i.e., hours) to be devoted to each aspect of the Service Work

Plan and the total hours to be worked per year. Form SETS-D is to be included in the forms section of the application; it need not be included in the narrative section of the Service Work Plan. This form need not include clerical staff.

The resumes and/or prospectus for professional project staff to be hired should be included as Attachment 2 to the application. Each resume must be sufficiently detailed to allow an evaluation of the person's competency and expertise. In the event staff is to be hired following the award of the contract, in lieu of a resume the application must include a prospectus explaining the qualifications and experiences for each professional project staff to be hired. Applicants should be aware that each individual does not have to have expertise in all of the areas; however, the collective staff that will be providing services under this project must have the expertise necessary to successfully implement the Service Work Plan. Any resumes and/or prospectus for professional project staff to be hired included in this attachment do not count toward the page limit for the application. If a subcontractor will be used, this section must include letters of commitment from the subcontractor(s) and documentation of ability to fulfill the scope of work. The letters must specify the tasks to be performed by the subcontractor. Resumes and/or prospectuses are not required for clerical staff.

- (3) The application must include a description of the advisory feedback group or methods that will be used to determine if the program(s) and service(s) provided are meeting the needs of client school districts and county offices throughout the state. The application must also identify the process for involving districts and county offices of education in the testing and review process for new products and services, the monitoring of project activities, and the providing of advice about changes to better meet statewide needs. Any advisory group must meet the following criteria:
 - (a) Members must participate in such a manner that no state funds as a result of Education Code Chapter 5, Part 28, Article 15, commencing with Section 51870.5, entitled Education Technology (also known as AB 1761, Sweeney, Chapter 801, Statutes of 1998), may be used for travel expenses associated with the advisory group. If an exception to this provision is necessary to include a representative not otherwise able to participate, the service provider must submit consideration of this exception to the CDE for approval in advance of any travel.
 - (b) A majority of the membership must be comprised of individuals who are direct receivers (or potential direct receivers) of the service(s) as opposed to providers or others.
 - (c) A majority of the membership must be comprised of individuals who have not served in any state-related education technology advisory group prior to serving on the one proposed in the service application.
 - (d) The membership must represent a wide range of constituent clients from all areas in the state.

For the Learning Resources Statewide Service, refer to Attachment 3 for additional requirements for the advisory committee.

Once the service provider has selected its advisory body, it must submit the names to the CDE for approval prior to any meetings. For the Learning Resource Service, CDE will submit the names to the State Board of Education for approval; State Board approval is required before any meetings may be held.

d. **Budget Narrative.** (10 points)

The Budget Narrative section must include a justification for each of the costs on the Budget Forms (Forms SETS-E-1 and SETS-E-2) for each aspect of the Service Work Plan as well as the costs for project administration for all three years of the project. Project administrative costs must include the preparation of the annual report for each year of the project. The Budget Narrative must include the basis for estimating the costs and specific page references back to the work or services described in the Service Work Plan.

If there is income, use Form SETS-E-2 to show its origin (Fees, LEA Contribution, Partner Income). In the Budget Narrative a clear plan for using this income against expenses must be described. This is especially critical for those SETS expected to make progress toward becoming fiscally self-sufficient. For employee salaries, the Budget Narrative must include the hourly or monthly rates for each employee as well as the total number of hours projected for this project. For this RFA, a "full time" employee is one who works no less than 210 paid workdays in a calendar year. Because each SETS is to offer its services year-round, staffing assignments must be made so that a sufficient number of staff responsible for delivery of services is available year-round.

For materials and supplies, equipment, and other expenses, the Budget Narrative must provide sufficient detail as to what will be purchased so as to allow the reviewers to judge the degree to which the budget is aligned with project activities. For example, the budget narrative should not simply state that \$5,000 has been allocated to "workshop supplies," but should rather state how many workshops are planned, what supplies will be needed for each workshop, and the cost of these supplies.

For travel other than the required state meetings, the budget narrative must clearly explain what the travel will be (i.e., the number of trips, destinations), the reason for the travel, and how this travel will enhance the quality of service being provided statewide. If the budget includes out-of-state travel, the total cost of each trip must be clearly identified in the budget narrative and the justification for the trip must be included in the Budget Narrative.

Applicants are encouraged to consider ways to develop and implement the most cost-effective program possible and to leverage existing programs and outside resources to the greatest extent possible. The Budget Narrative must clearly explain how leveraging will occur and how it will promote success of the project.

If the lead agency, consortium members, institutions of higher education, or business partners will contribute funding to the work or services described in the Service Work Plan, a description of these contributions should be included in the Budget Narrative.

e. Budget Forms (Form SETS-E-1 and SETS-E-2). **(5 points)**

The Budget Form SETS-E-1 must identify the costs for each of the aspects of the Service Work Plan and overall administration of the project that will be supported with project funds for all three years of the project. Budget Form SETS-E-2 must identify costs for each of the subsections of the Service Work Plan and overall administration of the project that will be supported with funds from other sources.

If one or more subcontractors will be used, each subcontractor's planned expenditures must be displayed in the same manner.

Budgets for years 2 and 3 must include anticipated changes in staff, subcontractors, and consultant's salaries/fees.

f. Evaluation System. **(10 points)** In this section, the applicant must address the system whereby valid and reliable measures will be used in determining whether the project is meeting its goals. The CDE shall receive required reports (as shown in grid under "Required Reports") based on the evaluation system. At minimum, the system of evaluation and feedback must include:

- (1) a clear description of the evaluation system (types of evaluation and the basis for selecting them) and the process whereby the extent of performance as measured against the service's stated deliverables is known and communicated to the CDE and others as necessary;
- (2) a timeline for the evaluation system ensuring that results are known with sufficient regularity and reliability to be of demonstrable value in guiding the Service Work Plan;
- (3) the use of neutral, external, and disinterested parties in the final design, collection, and interpretation phases of the evaluation system; and
- (4) to the extent feasible, the use of advanced technologies in the evaluation system.

IV. REQUIRED REPORTS AND MEETINGS

A. Required Reports and Payment Information

Required Reports:

	Due	Year 1	Year 2	Year 3
Progress report to the CDE (the overall status)	December 1	No	Yes	Yes
Annual report** (evaluation results and more)	March 30	Yes	Yes	Yes
End-of-year financial report	August 1	Yes	Yes	Yes

**For year 1, the annual report must include any specific information requested by the CDE. For years 2 and 3, the annual report must include the results of the approved evaluation system as well as any specific information requested by the CDE. As a minimum, the degree to which service is being used must be clearly described. Lead agencies are invited to contact the CDE at any point to raise issues of concern.

B. Required Meetings

The project directors of each service will be required to attend up to eight (8) days of CDE-planned meetings in Sacramento each year. CDE anticipates that some of these meetings will be scheduled to coincide with other regional education technology meetings or events so as to minimize duplication of travel and allow for coordination among various service providers and others.

V. MISCELLANEOUS CONTRACT TERMS AND REQUIREMENTS

A. Standards for Acceptance of Products

All products must be in full compliance with Public Law 103-382 (Sections 3131-3135) and must be of high quality. All products must be submitted to the CDE in hard copy and electronically. Unless prior approval has been obtained from the CDE, the electronic resources must be formatted in such a way that they can be opened using a CDE standard machine and using one of the CDE's standard software packages. For this RFA the standard is PC Microsoft Office 97, Word 97.

B. Responsibilities of the CDE

Representatives from the Education Technology Office will monitor the work of the contractor and will be available for monthly meetings (which may be phone conferences or teleconferences) to answer questions and provide guidance; CDE will also respond to questions from the contractor. The CDE shall provide the contractor with any needed department publications or data.

C. Contract Requirements Related to DVBE Participation Goals

Disabled Veteran Business Enterprise Participation Goals

1. Public Contract Code Section 10115 requires that State contracts have a participation goal of 3 percent for disabled veteran business enterprises (DVBE) as defined in Military and Veterans Code Section 999 (see Attachment 6, Attachment A). The applicant must comply with DVBE Participation Goals as specified in Attachment 6 to this RFA. The completed Attachment 6, including its attachments, is to be returned with the completed application.
2. Substitution: If awarded the contract, the successful bidder must use the DVBE subcontractors and/or supplier(s) in its proposal unless the contractor requested substitution via prior written notice to the CDE. CDE may consent to the substitution of another person as a subcontractor in any of the following situations:
 - a. When the subcontractor listed in the bid, after having had a reasonable opportunity to do so, fails or refuses to execute a written contract when that written contract based upon the general terms, conditions, plans and specifications for the project involved or the terms of that subcontractor's written bid is presented to the subcontractor by the prime contractor.
 - b. When the listed subcontractor becomes bankrupt or insolvent or goes out of business.
 - c. When the listed subcontractor fails or refuses to perform the subcontract.
 - d. When the listed subcontractor fails or refuses to meet the bond requirements of the prime contractor.
 - e. When the prime contractor demonstrates to the CDE that the name of the subcontractor was listed as a result of an inadvertent clerical error.

- f. When the listed subcontractor is not licensed pursuant to the Contractor's License Law, if applicable, or any applicable licensing requirement of any regulatory agency of the State of California.
- g. When the CDE determines that the work performed by the listed subcontractor is substantially unsatisfactory and not in substantial accordance with the plans and specifications, or that the subcontractor is substantially delaying or disrupting the progress of the work.

The request and the State's approval or disapproval is NOT to be construed as an excuse for noncompliance with any other provision of law, including but not limited to the Subletting and Subcontracting Fair Practices Act or any other contract requirements relating to substitution of subcontractors.

Failure to adhere to at least the DVBE participation proposed by the successful bidder may be cause for contract termination and recovery of damages under the rights and remedies due the State under the default section of the contract.

3. Reporting

The contractor must agree to provide reports of actual participation by DVBEs (by dollar amount and category) as may be required by the CDE to document compliance.

Final determination of either "goal attainment" or "good faith effort" by the bidder shall be at the sole discretion of the CDE.

D. The Nondiscrimination Compliance Statement (Std. 19) (Form SETS-F)

This form must be signed and dated with an original signature with each copy of the proposal.

E. Compliance Audit

The contractor must agree that the State or its designee will have the right to review, obtain, and copy all records pertaining to performance of the contract. The contractor must agree to provide the State or its designee with any relevant information requested and shall permit the State or its designee access to its premises, upon reasonable notice, during normal business hours for the purpose of interviewing employees and inspecting and copying such books, records, accounts, and other material that may be relevant to a matter under investigation for the purpose of determining compliance with this requirement. The contractor must further agree to maintain such records for a period of five years after final payment under the contract.

F. Staff Replacements

The contractor will be required to obtain prior approval from the CDE contract monitor before changing the project's director or lead.

G. Ownership of Materials

All materials developed under the terms of this agreement will become the property of the CDE. The CDE reserves the exclusive right to copyright such material and to publish, disseminate and otherwise use materials developed under the terms of this agreement.

H. Retention of Records

The contractor shall maintain accounting records and other evidence pertaining to costs incurred with the provision that they shall be kept available by the contractor during the contract period and thereafter for five full years from the date of the final payment. The CDE must be permitted to audit, review, and inspect the contractor's activities, books, documents, papers and records during progress of the work and for five years following final payment.

I. Anti-trust Claims (Government Code Sections 4552-4554)

In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 USC Section 15) or under the Cartwright Act (Chapter 2) commencing with Section 16700 of Part 2 of Division 7 of the Business and Professions Code, arising from purchases of goods, materials or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder.

If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery.

Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action.

J. Recycled Paper Certification (Public Contract Code Sections 10308.5/10354)

By signing the contract, the contractor agrees to certify in writing to the CDE, under penalty of perjury, the minimum, if not exact, percentage of recycled content, both postconsumer material and secondary material as defined in Public Contract Code Sections 12161 and 12200, in materials, goods or supplies offered or products used in the performance of the contract, regardless of whether the product meets the required recycled product percentage as defined in Sections 12161 and 12200. The contractor may certify that the product contains zero recycled content.

VI. RATING CRITERIA AND EVALUATION

Step I: Application Format (Rated on a yes/no basis)

Applicant Name _____

- Service: No. 1 ☐ Professional Development & Resources for Technology Support Staff
No. 2 ☐ Professional Development & Resources for District and Site Administrators
No. 3 ☐ Learning Resources
No. 4 ☐ Arranging Discount Pricing and Coordinating Purchasing of State Licenses

If more than one applicant for a service: Applications that do not comply with the format requirements will be disqualified from the competition. Disqualified applications will not be scored in Step II. Applicants will not be allowed to correct deficiencies and resubmit their application for consideration in this round of competition.

If only one applicant for a service: Applications that do not comply with the format requirements will be called on the telephone and informed of the error. To maintain their eligibility in this round of competition, applicants will be required to submit the missing or corrected item(s) via fax by 5 p.m. of the second business day following the day of the request from CDE.

- _____ 1. The applicant submitted an "Intent to Submit" form by the August 18, 1999, deadline.
- _____ 2. Fifteen (15) copies plus one original, for a total of sixteen (16), submitted by the September 1, 1999, deadline.
- _____ 3. All required components, forms, and attachments, including resumes for professional project staff and/or prospectus for project staff to be hired, are included.
- _____ 4. The title page is signed by an authorized representative.
- _____ 5. All pages, including all narratives, forms, and required attachments (including resumes for project staff and/or prospectus for project staff to be hired) are sequentially numbered. Note: Hand-written numbers are acceptable.
- _____ 6. All narrative pages of the Service Work Plan and budget narrative include line numbers. Pages are individually numbered, with the first line of each page being line #1. Note that resumes for project staff and/or prospectus for project staff to be hired and other required attachments are not considered part of the narrative and do not have to be line-numbered.
- _____ 7. All narrative pages of the Service Work Plan and budget narrative contain no more than 24 lines per page. If tables or graphics are included, number of lines of text on the page was decreased to provide for the tables or graphics. Additionally, any charts do not increase the word count for the page to exceed the number typically found on a page with 24 lines of text.
- _____ 8. The Service Work Plan narrative does not exceed fifteen (15) total pages, exclusive of the required forms, surveys, and resumes and/or prospectus for project staff to be hired.
- _____ 9. The budget narrative does not exceed four (4) pages, exclusive of required forms.

Step II: RFA Performance Evaluation Sheet

Applicant Name _____

Service: **Professional Development & Resources for Technology Support Staff Statewide Service**

Note: See “Service Work Plan” (III. C. 3) and Attachment 1, for the description of the requirements for this service.

Service Work Plan Section		Possible Points	Points Earned
A.	Planning and coordination	15 points	_____
Degree to which the proposed planning and coordination for the project will ensure that the project has the capacity to predict needed services; to adjust and allocate resources and priorities to best deliver the service; to market the service to clients; and to work in concert with other appropriate educational technology programs to minimize duplication and maximize resources.			
B.	Delivery of the identified SETS	40 points	_____
<u>Question #1:</u> Successful applicants will be rated on the extent to which their described system is designed to use existing quality sources so as to quickly produce a description or matrix of skills needed by technology support staff: a streamlined process that minimizes the re-creation of existing information is preferred. Successful applicants will be rated on the extent to which their described system accounts for changes in the technologies and produces periodic additions and amendments for approval by the CDE.			
<u>Question #2:</u> Successful applicants will be rated on the extent to which their system is designed to identify and contact a large base of existing providers of professional development for technology support staff so as to gather the necessary evidence to permit an accurate correlation of their respective training content with the approved description or matrix of skills.			
<u>Question #3:</u> Successful applicants will be rated on the extent to which their system rapidly processes the evaluative data to identify the largest gaps and produces useful details about the gaps (such as common subject areas where professional development training is weakest, the relationship between vendor-specific trainings and the gaps, etc.).			

Question #4: Successful applicants will be rated on the extent to which their system is designed to produce accessible professional development opportunities specifically addressing the identified gaps. Successful applicants will be rated on the extent to which their system can adjust its solutions as new gaps are identified.

Question #5: Successful applicants will be rated on the extent to which their system is designed to produce accessible professional development opportunities that are comprehensive in nature (e.g., sequential by role of technology support staff). Successful applicants will be rated on the extent to which their system can adjust its solutions as new training content is developed.

Question #6: Successful applicants will be rated on the extent to which the described systems also include a feedback component enabling participating clients to supply evaluative commentary and suggestions back to this service.

Question #7: Successful applicants will be rated on the extent to which they use a process that establishes a review panel or process, engaging the CDE, other SETS, LEAs, agencies, organizations, associations, vendors, and others having pertinent expertise, to serve as reviewers and contributors for Year 1 initial work and in successive years to assist with updated revisions. Successful applicants will be rated on the extent to which they describe the process for locating, evaluating, and publishing so that new, variant, or emerging infrastructure technologies are represented in addition to the common education technology infrastructures. Successful applicants will be rated on the extent to which they plan to include with each template of the common education technology infrastructures, "buy lists" of typical components available through the state's CMAS system, other state-sponsored buying or licensing options (such as other SETS), and other appropriate sources.

Question #8: Successful applicants will be rated on the extent to which their methods involve increasing reliance on tuition-based income and other partnership arrangements necessary and appropriate to move this service toward fiscal self-sufficiency on or before June 30, 2001.

C. Project management, staffing, and advisory 20 points _____

Degree to which the application provides specific information to ensure the efficient operation of the project and accomplishment of the Service Work Plan. Degree to which the proposed management structure will provide for ongoing project monitoring and oversight. Degree to which the application demonstrates that the proposed staff have the ability to deliver the services and develop the products described in the Service Work Plan. Degree to which the advisory process will ensure that the project addresses the range of needs in California, including needs based upon size of district, geography, technical sophistication, and other factors. Degree to which the advisory process will help to ensure that the products and services are of high quality through input in the planning and development as well as the review and testing of products and services.

D. Budget narrative 10 points _____

Degree to which the project will use funds to support successful accomplishment of the activities described in the Service Work Plan. Degree to which the application provides clear justification for the administrative costs and for the project activity costs. Degree to which the justification matches the Service Work Plan.

E. Budget forms 5 points _____

Degree to which the planned expenditures match the Service Work Plan and provide sufficient support for project activities. Degree to which funding is used to develop the products and services called for in the RFA. Degree to which the plan provides a cost-effective approach to delivering the needed services and products.

F. Evaluation system 10 points _____

Degree to which the proposed evaluation system will ensure that the project has the capacity to collect valid and reliable measures to determine if the project is meeting its goals. Degree to which the timeline for the evaluation system ensures that unbiased information is collected with sufficient regularity and reliability to be of demonstrable value in guiding the project. Degree to which advanced technologies are used in the evaluation system.

TOTAL 100 points _____

Reader's name _____ Signature _____ Date _____
Printed

Step II: RFA Performance Evaluation Sheet

Applicant Name _____

Service: **Professional Development & Resources for District and Site Administrators Statewide Service**

Note: See “Service Work Plan” (III. C. 3) and Attachment 2, for the description of the requirements for this service.

Service Work Plan Section		Possible Points	Points Earned
A.	Planning and coordination Degree to which the proposed planning and coordination for the project will ensure that the project has the capacity to predict needed services; to adjust and allocate resources and priorities to best deliver the service; to market the service to clients; and to work in concert with other appropriate educational technology programs to minimize duplication and maximize resources.	15 points	_____
B.	Delivery of the identified SETS <u>Question #1:</u> Successful applicants will be rated on the extent to which their methods of collaboration include many of the appropriate potential partners, with an emphasis on professional organizations and private sector partners where appropriate, in meaningful relationships leading to joint efforts with one or more of them to deliver some or all of these services. Successful applicants will be rated on the extent to which their described system includes credible representatives in each step of the process: initial design, identification of existing resources, gap analysis, designing and providing a comprehensive training system, and disseminating or marketing this system to district and site administrators. Successful applicants will be rated on the extent to which they can demonstrate prior positive relationships with these collaborators and potential partners. <u>Question #2:</u> Successful applicants will be rated on the extent to which the applicant describes and is prepared to use valid methods to assess various methods and models of providing efficient and effective professional development opportunities and resources to district and site administrators. The applicant must consider such factors as the extent of the training involves administrators in use of appropriate technologies (to the extent that this use assists in building their capacity to successfully lead others in districtwide or schoolwide education technology	40 points	_____

planning and implementation), cost per client, ease of access, retention of learned skills, applicability of learned skills to the administrative setting, and client ratings of relative satisfaction of the method(s) and model(s) used.

Question #3: Successful applicants will be rated on the extent to which their evaluation methods can accurately measure professional development content and practices of potential partners and/or other organizations and vendors against the models that have been shown to work most efficiently and effectively. Special consideration will be given to analyses which identify gaps which are impeding the leadership of “digital schools” in effectively using technology to enhance teaching, learning, and pupil record keeping). Involving private sector in these processes is desirable.

Question #4: Successful applicants will be rated on the extent to which their system is designed to produce accessible professional development opportunities specifically addressing the identified gaps. Successful applicants will be rated on the extent to which their system can adjust its solutions as new gaps are identified. Successful applicants will be rated on the extent to which “filling the gaps” results in the creation of a structure for a comprehensive training system for district and site administrators.

Question #5: Successful applicants will be rated on the extent to which their system is designed to produce accessible professional development opportunities that are comprehensive in nature (e.g., sequential, cumulative and adaptable to roles of district and site administrators). Successful applicants will be rated on the extent to which their system can adjust its solutions as new training content is developed.

Question #6: Successful applicants will be rated on the extent to which the described systems also include a feedback component enabling participating clients to supply evaluative commentary and suggestions back to this service.

Question #7: Successful applicants will be rated on the extent to which their methods involve increasing reliance on tuition-based income and other partnership arrangements necessary and appropriate to move this service toward fiscal self-sufficiency on or before June 30, 2001.

- C. Project management, staffing, and advisory 20 points _____
- Degree to which the application provides specific information to ensure the efficient operation of the project and accomplishment

of the Service Work Plan. Degree to which the proposed management structure will provide for ongoing project monitoring and oversight. Degree to which the application demonstrates that the proposed staff have the ability to deliver the services and develop the products described in the Service Work Plan. Degree to which the advisory process will ensure that the project addresses the range of needs in California, including needs based upon size of district, geography, technical sophistication, and other factors. Degree to which the advisory process will help to ensure that the products and services are of high quality through input in the planning and development as well as the review and testing of products and services.

D. Budget narrative 10 points _____

Degree to which the project will use funds to support successful accomplishment of the activities described in the Service Work Plan. Degree to which the application provides clear justification for the administrative costs and for the project activity costs. Degree to which the justification matches the Service Work Plan.

E. Budget forms 5 points _____

Degree to which the planned expenditures match the Service Work Plan and provide sufficient support for project activities. Degree to which funding is used to develop the products and services called for in the RFA. Degree to which the plan provides a cost-effective approach to delivering the needed services and products.

F. Evaluation system 10 points _____

Degree to which the proposed evaluation system will ensure that the project has the capacity to collect valid and reliable measures to determine if the project is meeting its goals. Degree to which the timeline for the evaluation system ensures that unbiased information is collected with sufficient regularity and reliability to be of demonstrable value in guiding the project. Degree to which advanced technologies are used in the evaluation system.

TOTAL 100 points _____

Reader's name _____ Signature _____ Date _____
Printed

Step II: RFA Performance Evaluation Sheet

Applicant Name _____

Service: **Learning Resources Statewide Service**

Note: See “Service Work Plan” (III. C. 3) and Attachment 3, for the description of the requirements for this service.

Service Work Plan Section		Possible Points	Points Earned
A.	Planning and coordination	15 points	_____
Degree to which the proposed planning and coordination for the project will ensure that the project has the capacity to predict needed services; to adjust and allocate resources and priorities to best deliver the service; to market the service to clients; and to work in concert with other appropriate educational technology programs to minimize duplication and maximize resources.			
B.	Delivery of the identified SETS	40 points	_____
<p><u>Question #1:</u> Successful applicants will be rated on the extent to which they describe a process to be used that establishes an advisory committee with recognized expertise in content and the State Board adopted content standards, as well as an ongoing review panel of appropriate and credible reviewers. Successful applicants will be rated on the process for development of criteria for submission to CDE and the extent to which the process will ensure the development of criteria that evaluate alignment of electronic learning resources with the State Board-adopted content standards, <i>Standards for Evaluation of Instructional Material with Respect to Social Content</i> (legal compliance), and for their technical quality (i.e., ease of access and use). Successful applicants will be rated on the extent to which they describe the process to be used whereby the training for the reviewers will be conducted by the advisory committee in consultation with the Curriculum Commission using a process that ensures fair and consistent application of the State Board approved criteria.</p> <p>Successful applicants will be rated on the extent to which the criteria and processes used by this service will ensure that electronic learning resources which are commonly accessible, potentially valuable in California classrooms as well as</p>			

emerging electronic learning resources are evaluated in a fair and consistent manner using State Board adopted criteria and a process that is as aligned with the State adoption process as is appropriate given the different nature of the two processes.

Question #2: Successful applicants will be rated on the extent to which their web-based technology operation contains sufficient capacity and redundancy, both in staffing and infrastructure, to provide industry-standard online access for a high volume of clients with a minimum of technical difficulties and in a cost-effective manner. Additionally, successful applicants will be rated on the extent to which their process of coordination with other appropriate individuals, organizations, agencies, or vendors strengthens their capacity to design and host an educational web site that employs proven and emerging technologies to the benefit of the client. Successful applicants will be rated on the extent to which their system offers staffed, year-round service and assistance to clients.

Question #3: Successful applicants will be rated on the extent of their demonstrated knowledge and skills relevant to dissemination and marketing, through various media, to the target audiences. Successful applicants will also be rated on the extent to which their client feedback process converts evaluative commentary into useful and shared information for ongoing service improvement.

Question #4: Successful applicants will be rated on the extent to which their planning describes a finished online product that: (1) is user-friendly, (2) is “packaged” to link resources, web sites, and unit or lesson plans, and (3) contains content that meets the review criteria approved by the State Board for this service.

C. Project management, staffing, and advisory 20 points _____

Degree to which the application provides specific information to ensure the efficient operation of the project and accomplishment of the Service Work Plan. Degree to which the proposed management structure will provide for ongoing project monitoring and oversight. Degree to which the application demonstrates that the proposed staff have the ability to deliver the services and develop the products described in the Service Work Plan. Degree to which the advisory process will ensure that the project addresses the range of needs in California, including needs based upon size of district, geography, technical

sophistication, and other factors. Degree to which the advisory process will help to ensure that the products and services are of high quality through input in the planning and development as well as the review and testing of products and services.

D. Budget narrative 10 points _____

Degree to which the project will use funds to support successful accomplishment of the activities described in the Service Work Plan. Degree to which the application provides clear justification for the administrative costs and for the project activity costs. Degree to which the justification matches the Service Work Plan.

E. Budget forms 5 points _____

Degree to which the planned expenditures match the Service Work Plan and provide sufficient support for project activities. Degree to which funding is used to develop the products and services called for in the RFA. Degree to which the plan provides a cost-effective approach to delivering the needed services and products.

F. Evaluation system 10 points _____

Degree to which the proposed evaluation system will ensure that the project has the capacity to collect valid and reliable measures to determine if the project is meeting its goals. Degree to which the timeline for the evaluation system ensures that unbiased information is collected with sufficient regularity and reliability to be of demonstrable value in guiding the project. Degree to which advanced technologies are used in the evaluation system.

TOTAL 100 points _____

Reader's name _____ Signature _____ Date _____
Printed

Step II: RFA Performance Evaluation Sheet

Applicant Name _____

Service: **Arranging Discount Pricing and Coordinating Purchasing of State Licenses Statewide Service**

Note: See "Service Work Plan" (III. C. 3) and Attachment 4, for the description of the requirements for this service.

Service Work Plan Section		Possible Points	Points Earned
A.	Planning and coordination Degree to which the proposed planning and coordination for the project will ensure that the project has the capacity to predict needed services; to adjust and allocate resources and priorities to best deliver the service; to market the service to clients; and to work in concert with other appropriate educational technology programs to minimize duplication and maximize resources.	15 points	_____
B.	Delivery of the identified SETS <u>Question #1:</u> Successful applicants will be rated on the extent to which their system is designed to maximize access to high quality electronic learning resources. Successful applicants will be rated on the extent to which their system is designed to give priority to resources with the most comprehensive rights. Successful applicants will be rated on the extent to which their system offers staffed, year-round service and assistance to clients. <u>Question #2:</u> Successful applicants will be rated on the extent to which their system involves other statewide groups, agencies, and organizations (such as but not limited to the State of California and CDE resources, CASBO, CMAS) in the design and operation of a process to identify and publicize purchasing opportunities statewide in a timely and accurate manner. <u>Question #3:</u> Successful applicants will be rated on the extent to which the online system planned is of sufficient sophistication and capacity to provide, maintain, and upgrade both the searchable database(s) that are easily accessible and usable online. Successful applicants will be rated on the extent to which the online system is tied to other purchasing-based operations, services, functions, and groups so the client user	40 points	_____

may quickly locate the items to be purchased and be directed to the most cost-effective means to acquire them.

Question #4: Successful applicants will be rated on the extent to which the system that is planned can reach all target audiences, with an emphasis on on-line access for the clients who are most likely to take advantage of the discounted pricing and licensing. Successful applicants will be rated on the extent to which the proposed feedback process will yield unbiased feedback and the extent to which this feedback will be used to implement improvements to the system.

- C. Project management, staffing, and advisory 20 points _____
- Degree to which the application provides specific information to ensure the efficient operation of the project and accomplishment of the Service Work Plan. Degree to which the proposed management structure will provide for ongoing project monitoring and oversight. Degree to which the application demonstrates that the proposed staff have the ability to deliver the services and develop the products described in the Service Work Plan. Degree to which the advisory process will ensure that the project addresses the range of needs in California, including needs based upon size of district, geography, technical sophistication, and other factors. Degree to which the advisory process will help to ensure that the products and services are of high quality through input in the planning and development as well as the review and testing of products and services.
- D. Budget narrative 10 points _____
- Degree to which the project will use funds to support successful accomplishment of the activities described in the Service Work Plan. Degree to which the application provides clear justification for the administrative costs and for the project activity costs. Degree to which the justification matches the Service Work Plan.
- E. Budget forms 5 points _____
- Degree to which the planned expenditures match the Service Work Plan and provide sufficient support for project activities. Degree to which funding is used to develop the products and services called for in the RFA. Degree to which the plan provides a cost-effective approach to delivering the needed services and products.

F. Evaluation system 10 points _____

Degree to which the proposed evaluation system will ensure that the project has the capacity to collect valid and reliable measures to determine if the project is meeting its goals. Degree to which the timeline for the evaluation system ensures that unbiased information is collected with sufficient regularity and reliability to be of demonstrable value in guiding the project. Degree to which advanced technologies are used in the evaluation system.

TOTAL 100 points _____

Reader's name _____ Signature _____ Date _____
Printed

Appendix I: Required Forms

Application forms for the Statewide Education Technology Services:

The forms listed below are available in PDF format under the Education Technology Office's Web site:
http://www.cde.ca.gov/ftpbranch/retdiv/ed_tech/

SETS-A	Intent to Submit
SETS-B	Application Title Page
SETS-C	Drug-Free Workplace Certification
SETS-D	Professional Staff by Project Activity
SETS-E-1	Budget Form: Expenditures from Contract Funds
SETS-E-2	Budget Form: Income and Expenditures from Fees, the Lead Agency or Partners

The following forms are available in PDF format on the Office of State Printing's Web site:

SETS-F	Nondiscrimination Compliance Statement (Std. 19): http://www.osp.ca.gov/fmc/html/pdfforms/std019.pdf
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Note: Form SETS-F is not posted on the CDE Web site as part of this RFA. Applicants that obtained their copy of the RFA from the CDE Web site should get a copy of this form from the Web site shown above, or from the Education Technology Office of CDE by calling (916) 323-5715 and requesting a copy.

Intent to Submit:
Statewide Education Technology Services (SETS)

Due: Wednesday, August 18, 1999

Please fax this form to the number below so it is received by 5 p.m. on Wednesday, August 18, 1999. Districts and County Offices of Education returning this form will be mailed copies of any substantive questions regarding the RFA for Statewide Education Technology Services

Failure to return this Intent to Submit form by the due date will disqualify the district or county office from participating in this application process.

Return to:
Education Technology Office
California Department of Education
Fax to (916) 323-5110

DEPT. OF EDUCATION USE ONLY	
Application Number	Fiscal Year
	1999

Lead Agency _____

CDS Code _____ Address _____

Statewide service. Check (✓) only one:

- No. 1 ☐ Professional Development & Resources for Technology Support Staff
No. 2 ☐ Professional Development & Resources for District and Site Administrators
No. 3 ☐ Learning Resources
No. 4 ☐ Arranging Discount Pricing and Coordinating Purchasing of State Licenses

Contact person _____ Title _____

FAX: _____ Phone _____ E-mail _____

Signature of Authorized Representative Date

Application Title Page: Statewide Education Technology Services (SETS)

Return to:

California Department of Education
 Education Technology Office

515 L Street, Suite 250
 Sacramento, CA 95814

DEPT. OF EDUCATION USE ONLY	
Application Number	Fiscal Year
	1999

APPLICATION DEADLINE: Wednesday, September 1, 1999

**County/District
 Code**

		County	District			
Program: Statewide Education Technology Service						
Check (✓) only one: No. 1 <input type="checkbox"/> Professional Development & Resources for Technology Support Staff No. 2 <input type="checkbox"/> Professional Development & Resources for District and Site Administrators No. 3 <input type="checkbox"/> Learning Resources No. 4 <input type="checkbox"/> Arranging Discount Pricing and Coordinating Purchasing of State Licenses		Total State Funds Requested in Year 1				
Primary Contact Person		Telephone Number		Email address		
Lead Agency Name		Fax number				
Address		City				
CERTIFICATION/ASSURANCE SECTION: I hereby certify that all applicable state rules and regulations will be observed and that, to the best of my knowledge, the information contained in this application is correct and complete.		Zip Code				
Printed Name of Superintendent or Designee		Telephone Number				
Superintendent's or Designee's Signature		Date				

COMPANY/ORGANIZATION NAME

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b) to inform employees about all of the following:
 - (a) the dangers of drug abuse in the workplace;
 - (b) the person's organization's policy of maintaining a drug-free workplace;
 - (c) any available counseling, rehabilitation and employee assistance programs; and
 - (d) penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
 - (a) will receive a copy of the company's drug-free policy statement, and
 - (b) will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State of California.

Official's Name

Date Executed

Executed in the County of

Contractor or Grant Recipient Signature

Title

Federal I.D. Number

Professional Staff by Project Activity: Statewide Education Technology Services (SETS)

Statewide service. Check (✓) only one:

- No. 1 ☐ Professional Development & Resources for Technology Support Staff
 No. 2 ☐ Professional Development & Resources for District and Site Administrators
 No. 3 ☐ Learning Resources
 No. 4 ☐ Arranging Discount Pricing and Coordinating Purchasing of State Licenses

Year _____ of 3

Staff Name						
Title						
Agency						
FTE on this project						
Hours to be worked during the fiscal year by activity						
List Activities Here 						

Note: Duplicate this form and submit as many forms as are necessary to include all staff for each year of the project.

Budget Form: Expenditures from Contract Funds Statewide Education Technology Services (SETS)

Year _____ of 3

Note: The amounts requested are to be explained in the Budget Narrative

Major Object of Expenditure Categories	Planning and coordination	Delivery of service	Evaluation	Project Administration	Other (Identify)	Total Cost
1000-1999 Certificated Personnel Salaries						
2000-2999 Classified Personnel Salaries						
3000-3999 Employee Benefits						
4000-4999 Books and Supplies						
5100 and 5300- 5999 Services and Other Operating Expenditures						
5200 Employee Travel						
Indirect Costs at an established rate (excluding the 6000-6999 category)						
6000-6999 Capital Outlay						
Total Costs						

I certify that I have reviewed this budget and find it to be consistent with the Service Work Plan.

 Signature of the Assistant Superintendent of Business

 Title

Page _____ of _____

Note: Duplicate this form and submit one form for each of the three years of the project.

Budget Form: Income and Expenditures from Fees, the Lead Agency or Partners Statewide Education Technology Services (SETS)

Year _____ of 3

Note: The amounts listed below are to be explained in the Budget Narrative

Major Object of Income & Expenditure Categories	Planning and coordination	Delivery of service	Evaluation	Project Administration	Other (Identify)	Total Cost
8000-8999 Fee Income LEA Contrib. Partner Income						
1000-1999 Certificated Personnel Salaries						
2000-2999 Classified Personnel Salaries						
3000-3999 Employee Benefits						
4000-4999 Books and Supplies						
5100 and 5300- 5999 Services and Other Operating Expenditures						
5200 Employee Travel						
Indirect Costs at an established rate (excluding the 6000-6999 category)						
6000-6999 Capital Outlay						
Total Costs						

I certify that I have reviewed this budget and find it to be consistent with the Service Work Plan.

 Signature of the Assistant Superintendent of Business

 Title

Page _____ of _____

Note: Duplicate this form and submit one form for each of the three years of the project.

Appendix II: Attachments

Attachments for the Statewide Education Technology Services are:

ATTACHMENT 1	Professional Development and Resources for Technology Resources Staff Statewide Service
ATTACHMENT 2	Professional Development and Resources for District and Site Administrators Statewide Service
ATTACHMENT 3	Learning Resources Statewide Service
ATTACHMENT 4	Arranging Discount Pricing and Coordinating Purchasing of State Licenses Statewide Service
ATTACHMENT 5	Applicant's Checklist
ATTACHMENT 6	Compliance with DVBE Participation Goals: Attachment A: Definition of Disabled Veteran Business Enterprise Military and Veterans Code Section 999 Attachment B: Summary of Disabled Veteran Business Enterprise Participation Attachment C: Documentation of Good Faith Efforts Attachment D: California State map, resources for soliciting DVBEs, focus and trade papers to advertise for DVBEs, and categorical listings of services provided by DVBEs
ATTACHMENT 7	Travel Experience Reimbursement: A Summary of the State of California Travel Program

Note: Attachments A-D of Attachment 6 as well as Attachment 7 are not posted on the CDE Web site. If using an application obtained from the Web site, contact the Education Technology Office of the CDE at (916) 323-5715 to request copies of these attachments.

Professional Development and Resources for Technology Support Staff Statewide Service

Summary of outcomes and deliverables for this service

1. Collaborate with representatives from key entities (both public and private) that have expert knowledge of the skills needed by technology support staff in order to produce a description or matrix of those skills. Submit the matrix to the CDE for approval.
2. Using the description or matrix of those skills approved by the CDE, identify and evaluate the effectiveness of existing professional development and resources for technology support staff.
3. Using the description or matrix of those skills approved by the CDE, identify the gaps between what is currently available and what is needed.
4. Provide solutions that fill the gaps in a cost-effective manner.
5. Produce and/or arrange for a comprehensive training system for technology support staff. The intent is to avoid duplication so that only those identified unmet needs (the "gaps") require the creation of new professional development and resources.
6. Disseminate information about this comprehensive training system in ways most efficient and effective for reaching technology support staff.
7. Design this comprehensive training system so that it may become fiscally self-sufficient on or before June 30, 2001.

Overview:

The intent is to provide, through partnerships with the private sector and others, professional development opportunities and resources for technology support staff in order to build the capacity of districts and schools to support their education technologies. The result will be twofold: (1) a better trained cadre of existing technology support staff, and (2) an increase in the number of trained technology support staff statewide. This service should become fiscally self-sufficient no later than June 30, 2001.

In order to deliver this service, this service will collaborate with representatives from key entities (both public and private) that have expert knowledge of the skills needed by technology support staff in order to produce a description or matrix of those skills to be approved by the CDE. This description or matrix will span the range of technology support staff from building level part-time technical assistant to the divisional lead of a large technology operation.

This service will then identify and evaluate the effectiveness of existing professional development and resources for technology support staff using the description or matrix of those skills approved by the CDE. It will be the responsibility of those providing existing professional development to submit

sufficient evidence to permit the operators of this service to accurately correlate their training content with the approved description or matrix of skills.

Next, this service will identify existing gaps in access to appropriate professional development for technology support staff. A gap exists when there is no functional access to training which addresses one or more of the skills in the approved description or matrix. The service provider must take into account the access options of technology support staff in all locales within the state.

This service will provide solutions for filling those gaps (such as creating training opportunities that will be provided on a statewide basis, or negotiation of discount registration fees for other trainings to increase accessibility).

Further, this SETS will collect networking and technology support tools and resources, including technology planning guides and templates of common education technology infrastructure models appropriate for most public K-12 district and school configurations. These support tools and resources must be consistent with the approved description or matrix of skills needed by technology staff and useful to the staff as part of their training.

In order to make this service accessible, a system for coordinated dissemination and marketing of networking and technology support tools and resources as well as professional development for technology support staff will be established and maintained. The CDE and the Learning Resources SETS will be among the marketing avenues used to accomplish this.

Definitions, "professional development"

For this RFA, "professional development opportunities" shall be defined as any form of training, skills-acquisition, or job-related growth specifically tailored to the needs of those school employees whose primary responsibilities include technology support.

For this RFA, "technology support staff" shall be defined as public school employees who give assistance to others with installation, maintenance, and repair of common technology infrastructures for all staff using education technologies.

For this RFA, "common education technology infrastructures" shall be defined as the hardware and its operating system software that, together, comprise a network -- a "network" may be a local or wide area network, an intranet, or the Internet.

Definitions, "support tools" and "resources"

For this RFA, "support tools" and "resources" shall be defined together as at least these components:

1. Published guides for successful education technology planning, including sample plans or plan language. The guides and samples must meet or exceed all state and federal education technology planning requirements (such as those in use by Digital High School, Technology Literacy Challenge, E-rate, and others). The guides and samples that address instructional planning must conform to current California state content standards. All sample plans must include components for efficient and effective financial sustainability.

2. Published templates of the common education technology infrastructure models appropriate for most public K-12 district and school configurations, designed in collaboration with the CDE and based on standards for the components and systems that are industry-compatible and provide the capacity for expansion or growth.
3. Access to online information and services specifically tailored to the needs of those public school employees whose primary responsibilities include technology support.

For this RFA, “published” shall be defined as produced and distributed in print form and accessible from the Internet in a user-friendly manner. Each K-12 public school and county office of education shall receive at least two (2) sets of the printed resources and of each subsequent updated revision.

For this RFA, “template” shall be defined as topological descriptions and diagrams of common technology infrastructures for education, also known as detailed schematics.

The applicant may propose to combine the deliverables of this service into one sequential or linked document, or the applicant may propose that each resource will be separately published and maintained. Regardless of the model, all minimums and criteria still apply.

Instructions

In the Service Work Plan, Section IIIC3 of the application, the applicant must address how the service will be delivered to accomplish the outcomes and develop the deliverables described above. At minimum, the successful applicant shall provide in that section, responses to all the prompts included below; responses are to be numbered to correspond with the number of the prompt. All descriptions must specify detailed implementation steps and sufficient documentation of capacity (in leadership, in staff expertise, in technology infrastructure, in fiscal oversight, and in other applicable areas) to allow reviewers to judge the quality of this application against the criteria.

- 1. How will the applicant establish the process of collaborating with representatives from key entities (both public and private) that have expert knowledge of the skills needed by technology support staff in order to produce a description or matrix of those skills to be approved by the CDE?**

Successful applicants will describe and be prepared to use a system that draws from the collective expertise of recognized entities, both public and private, in producing a description or matrix of skills needed by technology support staff.

Successful applicants will be rated on the extent to which their described system is designed to use existing quality sources so as to quickly produce a description or matrix of skills needed by technology support staff: a streamlined process that minimizes the re-creation of existing information is preferred. Successful applicants will be rated on the extent to which their described system accounts for changes in the technologies and produces periodic additions and amendments for approval by the CDE.

- 2. How will the applicant use the description or matrix of those skills approved by the CDE to identify and evaluate the effectiveness of existing professional development and resources for technology support staff?**

Successful applicants will describe and be prepared to use a system that assigns responsibility to those providing existing professional development to submit sufficient evidence to permit the operators of this service to accurately correlate their training content with the approved description or matrix of skills.

Successful applicants will be rated on the extent to which their system is designed to identify and contact a large base of existing providers of professional development for technology support staff so as to gather the necessary evidence to permit an accurate correlation of their respective training content with the approved description or matrix of skills.

3. How will the applicant use the description or matrix of those skills approved by the CDE to identify gaps between what is currently available and what is needed?

Successful applicants will describe and be prepared to use a system that speedily determines the largest apparent gaps and also provides enough other information to be of assistance in the next steps of providing solutions to fill the gaps.

Successful applicants will be rated on the extent to which their system rapidly processes the evaluative data to identify the largest gaps and produces useful details about the gaps (such as common subject areas where professional development training is weakest, the relationship between vendor-specific trainings and the gaps, etc.).

4. How will the applicant provide solutions that fill the gaps?

Successful applicants will describe and be prepared to use a system that uses partnerships among key entities (public and/or private) having credible experience training technology support staff in the production of new professional development opportunities that specifically address the identified gaps.

Successful applicants will be rated on the extent to which their system is designed to produce accessible professional development opportunities specifically addressing the identified gaps. Successful applicants will be rated on the extent to which their system can adjust its solutions as new gaps are identified.

5. How will the applicant produce and/or arrange for a comprehensive training system for technology support staff with the intent to avoid duplication so that only those identified unmet needs (the "gaps") require the creation of new professional development and resources?

Successful applicants will describe and be prepared to use a system that uses partnerships among key entities (public and/or private) having credible experience training technology support staff in the production of a new, comprehensive training system.

Successful applicants will be rated on the extent to which their system is designed to produce accessible professional development opportunities that are comprehensive in nature (e.g., sequential by role of technology support staff). Successful applicants will be rated on the extent to which their system can adjust its solutions as new training content is developed.

6. How will the applicant disseminate information about this comprehensive training system in ways most efficient and effective for reaching technology support staff?

Successful applicants will describe and be prepared to use various systems of communication, such as but not limited to technologist organizations' media, the CDE, other SETS, CCSESA (California County Superintendents Educational Services Association), organizations which represent employees, and entities supporting education technology, in a manner that results in regular, planned promotional coverage in all areas of the state and across all titles of technology support staff.

Successful applicants will be rated on the extent to which the described systems also include a feedback component enabling participating clients to supply evaluative commentary and suggestions back to this service.

7. How will the applicant identify, evaluate, and promote the development of new "support tools" and "resources" that complement the comprehensive training system?

Successful applicants will locate, evaluate, and publish an easy-to-use set of support tools and resources that districts and schools can use to plan and install common education technology infrastructures. Successful applicants must explain how districts and schools will be encouraged to use these resources with Boards, parents, employees, students, and vendors. Successful applicants must explain how districts and schools will be encouraged to use these resources in preparing education technology documents for other state or federally funded programs that require technology plans or infrastructure descriptions.

The process of locating, evaluating, and publishing an easy-to-use set of support tools and resources must include collaboration with the CDE, other SETS, LEAs, agencies, organizations, associations, vendors, and others having pertinent expertise. The process must include a pre-publication review by a cross-section of K-12 clients, representing technologists, staff, administrators, and others who will critique the work in progress for relevance and ease of use. The successful applicant must explain the acquisition process for exemplary sample plans or plan language that conforms to state content standards and reflects industry technical standards. The successful applicant must explain the process to be used to promote the development of new "support tools" and "resources."

The CDE shall review and approve all final drafts prior to publication.

Successful applicants will create access to guides for successful education technology planning, including sample plans or plan language.

Successful applicants will publish templates of the common education technology infrastructure models appropriate for most public K-12 district and school configurations, based on standards for the components and systems that are industry-compatible and provide the capacity for expansion or growth.

Each template must provide the district or school enough technical detail to be valuable in bidding and installing education technology infrastructures yet be organized in such a manner as to be of use to the general staffs at schools and districts. Successful applicants must provide at least twelve (12) template designs meeting the needs of:

Districts in small and rural communities, with possible higher costs for Internet access at higher bandwidths

- (1) One typical of a larger district (over 10 sites)
- (2) One typical of a medium district (3-9 sites)
- (3) One typical of smaller district (1-2 sites)

Districts in larger suburban or urban communities, with possible lower costs for Internet access at higher bandwidths

- (4) One typical of a larger district (over 40 sites)
- (5) One typical of a medium district (10-39 sites)
- (6) One typical of smaller district (less than 10 sites)

Schools in small and rural communities, with possible higher costs for Internet access at higher bandwidths

- (7) One typical of large school (over 1,300)
- (8) One typical of medium school (300-1,300)
- (9) One typical of small school (under 300)

Schools in larger suburban or urban communities, with possible lower costs for Internet access at higher bandwidths

- (10) One typical of large school (over 2,000)
- (11) One typical of medium school (500-2,000)
- (12) One typical of small school (under 500)

The CDE shall review and approve all final drafts prior to publication.

Successful applicants will be rated on the extent to which they use a process that establishes a review panel or process, engaging the CDE, other SETS, LEAs, agencies, organizations, associations, vendors, and others having pertinent expertise, to serve as reviewers and contributors for Year 1 initial work and in successive years to assist with updated revisions. Successful applicants will be rated on the extent to which they describe the process for locating, evaluating, and publishing so that new, variant, or emerging infrastructure technologies are represented in addition to the common education technology infrastructures.

Successful applicants will be rated on the extent to which they plan to include with each template of the common education technology infrastructures, "buy lists" of typical components available through the state's CMAS system, other state-sponsored buying or licensing options (such as other SETS), and other appropriate sources.

8. How will the applicant take appropriate steps to help this service make progress on or before June 30, 2001 toward becoming a fiscally self-sufficient service?

Successful applicants must describe and be prepared to use methods that establish clear steps plus clear staff roles and responsibilities from the developmental stages through the final stages of fiscal self-sufficiency that will allow this service to make progress on or before June 30, 2001 toward fiscal self-sufficiency.

Successful applicants will be rated on the extent to which their methods involve increasing reliance on tuition-based income and other partnership arrangements necessary and appropriate to move this service toward fiscal self-sufficiency on or before June 30, 2001.

Professional Development and Resources for District and Site Administrators Statewide Service

Summary of outcomes and deliverables for this service

1. Collaborate with key leadership training entities in designing and delivering this service, starting with an evaluation and determination of best practices.
2. Identify and evaluate the effectiveness of existing professional development and resources for district and site administrators.
3. Identify the gaps between what is currently available and what is needed.
4. Provide solutions that fill the gaps.
5. Produce and/or arrange for a comprehensive training system for district and site administrators. The intent is to avoid duplication so that only those identified un-met needs (the "gaps") require the creation of new professional development and resources.
6. Disseminate information about this comprehensive training system in ways most efficient and effective for reaching district and site administrators.
7. Design this comprehensive training system that makes progress toward being fiscally self-sufficient on or before June 30, 2001.

Overview:

The intent of this service is to develop and implement a system, in collaboration with others such as but not limited to the California Department of Education, the Association of California School Administrators, the California School Leadership Academy, the Professional Development Consortia, and institutes of higher education (IHEs), to provide for district and site administrators professional development opportunities and resources which are focused on the leadership of "digital schools" that effectively use technology to enhance teaching, learning, and pupil record keeping. The result will be to build participant capacity to successfully lead others in districtwide or schoolwide education technology planning and implementation

This service will identify existing gaps in access to appropriate professional development for district and site administration and develop recommendations for filling those gaps with appropriate professional development opportunities and resources. In order to fill identified gaps, this service may need to create and deliver specialized professional development opportunities and resources for district and site administrators.

The primary emphasis must be on equipping the client administrators with the skills needed to lead and support technology in districts and schools, with a lesser priority being given to their personal proficiencies with specific technologies.

The professional development opportunities and resources would include at least the following topics:

1. Technology planning;
2. System operation and maintenance;
3. Professional development needs of technical support staff, certificated staff, and support staff with respect to technology;
4. Financial planning for technology;
5. Data-driven decision making; and
6. Integrating technology into the curriculum to support standards-driven teaching and learning.

The professional development opportunities and resources arranged through partner entities are to be made available at reduced rates. This service establishes and maintains a system for dissemination of information regarding the professional development opportunities and resources available as a result of this service. This service also develops and implements a process for making this system of services self-sustaining over time.

Definitions

For this RFA, “professional development opportunities and resources” shall be defined as any form of training, skills-acquisition, or job-related growth focused on the leadership of “digital schools” that effectively use technology to enhance teaching, learning, and pupil record keeping which is specifically tailored to the needs of those school employees whose primary responsibilities are in district or site administration.

For this RFA, “district or site administration” shall be defined as managers in any public school LEA.

For this RFA, “digital schools” shall be defined as California public schools that are in the process of installing or upgrading their education technology infrastructure to provide for networked access on campus and into classrooms. Specifically, schools involved in programs such as Digital High School (DHS), the Technology Literacy Challenge (TLC), the Education Technology Staff Development Program (Grades 4-8), and the Federal Communication Commission's Universal Service Education Rate (E-rate) are targeted.

For this RFA, “pupil record keeping” shall be defined as those computer software programs and systems with functions allowing collection and reporting of student data (such as identification, enrollment, attendance and performance) and other functions (such as scheduling, anecdotal or cumulative records). Specifically, districts and schools involved in the California School Information Services (CSIS) program are targeted.

Instructions

In the Service Work Plan, Section IIIC3 of the application, the applicant must address how the service will be delivered to accomplish the outcomes and develop the deliverables described above. At minimum, the successful applicant shall provide in that section responses to all the prompts included below; responses are to be numbered to correspond with the number of the prompt. All descriptions must specify detailed implementation steps and sufficient documentation of capacity (in leadership, in staff expertise, in technology infrastructure, in fiscal oversight, and in other applicable areas) to allow reviewers to judge the quality of this application against the criteria.

- 1. How will the applicant collaborate with others, such as but not limited to the California Department of Education (CDE), the Association of California School Administrators (ACSA), the California School Leadership Academy (CSLA), the Professional Development Consortia (PDC), institutes of higher education (IHEs), and others with successful experience providing professional development opportunities and resources for district and site administrators, in the design and delivery of this service, starting with an evaluation and determination of best practices?**

Successful applicants must describe and be prepared to use methods of collaboration that include advisory input and mutual delivery design from appropriate representatives, with a goal of jointly delivering some or all of these services.

Successful applicants will be rated on the extent to which their methods of collaboration include many of the appropriate potential partners, with an emphasis on private sector partners where appropriate, in meaningful relationships leading to joint efforts with one or more of them to deliver some or all of these services. Successful applicants will be rated on the extent to which their described system includes credible representatives in each step of the process: initial design, identification of existing resources, gap analysis, designing and providing a comprehensive training system, and disseminating or marketing this system to district and site administrators. Successful applicants will be rated on the extent to which they can demonstrate prior positive relationships with these collaborators and potential partners.

- 2. How will the applicant determine the best (most efficient and effective) existing practices of providing professional development opportunities and resources to district and site administrators?**

Successful applicants must describe and be prepared to use research, evaluative criteria, anecdotal information, and other valid methods to assess various methods and models of providing efficient and effective professional development opportunities and resources to district and site administrators. The intent is to invest only in models that have been shown to work the most efficiently and effectively and which have the capacity to engage the participants in hands-on experiences with the technologies to the extent that these experiences assist in building the participants' capacity to successfully lead others in districtwide or schoolwide education technology planning and implementation.

Successful applicants will be rated on the extent to which the applicant describes and is prepared to use valid methods to assess various methods and models of providing efficient and effective professional development opportunities and resources to district and site administrators. The applicant must consider such factors as the extent of hands-on use of appropriate technologies (to the extent that it assists in building their capacity to successfully lead others in districtwide or schoolwide education technology planning and implementation), cost per client, ease of access, retention of learned skills, applicability of learned skills to the administrative setting, and client ratings of relative satisfaction of the method(s) and model(s) used.

3. How will the applicant evaluate professional development content and practices of potential partners and/or other organizations and vendors against the models that have been shown to work most efficiently and effectively (#2 above) so as to identify gaps between what is currently available and what is needed?

Successful applicants must describe and be prepared to use research, evaluative criteria, anecdotal information, and other valid methods to assess a potential partner's methods and models for providing professional development opportunities and resources to district and site administrators statewide, especially as they can be adapted or advanced for this particular content (the leadership of “digital schools” that effectively use technology to enhance teaching, learning, and pupil record keeping). Successful applicants must describe and be prepared to use gap analysis processes to determine what needs to be newly created to fill the gaps.

Successful applicants will be rated on the extent to which their evaluation methods can accurately measure potential partners professional development content and practices against the models that have been shown to work most efficiently and effectively. Special consideration will be given to analyses which identify gaps which are impeding the leadership of “digital schools” in effectively using technology to enhance teaching, learning, and pupil record keeping. Involving private sector in these processes is desirable.

4. How will the applicant provide solutions that fill the gaps?

Successful applicants will describe and be prepared to use a system that partners with key entities (public and/or private) having credible experience training district and site administrators as collaborators in the production of new professional development opportunities that specifically address the identified gaps.

Successful applicants will be rated on the extent to which their system is designed to produce accessible professional development opportunities specifically addressing the identified gaps. Successful applicants will be rated on the extent to which their system can adjust its solutions as new gaps are identified. Successful applicants will be rated on the extent to which “filling the gaps” results in the creation of a structure for a comprehensive training system for district and site administrators.

5. How will the applicant provide district and site administrators with a comprehensive training system that enhances their skills in at least the following identified areas:

- (a) leading technology planning;**
- (b) understanding system operation and maintenance;**
- (c) supporting the professional development need of technical support staff, certificated staff, and support staff with respect to technology;**
- (d) leading the financial planning for technology;**
- (e) leading data-driven decision making; and**
- (f) integrating technology into the curriculum to support standards-driven teaching and learning?**

Successful applicants must describe and be prepared to deliver training that builds the participants’ capacity to successfully lead others in districtwide or schoolwide education technology planning and implementation. The guides and sample plans must meet or exceed all state and federal education

technology planning requirements (such as those in use by Digital High School, Technology Literacy Challenge, E-rate, and others). The guides and sample plans that address instructional planning must conform to current California state content standards. All sample plans must include components for efficient and effective financial sustainability.

Successful applicants must link the training of education technology planning to other existing districtwide or schoolwide planning, such as but not limited to Program Quality Review (PQR), and Western Association of Schools and Colleges accreditation (WASC).

Successful applicants will be rated on the extent to which their system is designed to produce accessible professional development opportunities that is comprehensive in nature (e.g., sequential, cumulative and adaptable to roles of district and site administrators). Successful applicants will be rated on the extent to which their system can adjust its solutions as new training content is developed.

6. How will the applicant market these professional development opportunities and resources to the target audience?

Successful applicants will describe and be prepared to use various systems of communication, such as but not limited to administrator organizations' media, the CDE, other SETS, CCSESA (California County Superintendents Educational Services Association), organizations and entities supporting education technology, in a manner that results in regular planned promotional coverage in all areas of the state and across all titles of administrators.

Successful applicants will be rated on the extent to which the described systems also include a feedback component enabling participating clients to supply evaluative commentary and suggestions back to this service.

7. How will the applicant take appropriate steps to help this service make progress on or before June 30, 2001 toward becoming a fiscally self-sufficient service?

Successful applicants must describe and be prepared to use methods that establish clear steps plus clear staff roles and responsibilities from the developmental stages through the final stages of fiscal self-sufficiency that move this service toward fiscal self-sufficiency on or before June 30, 2001.

Successful applicants will be rated on the extent to which their methods involve increasing reliance on tuition-based income and other partnership arrangements necessary and appropriate to move this service toward fiscal self-sufficiency on or before June 30, 2001.

Learning Resources Statewide Services

Summary of outcomes and deliverables for this service

1. Establish and maintain an electronic learning resources evaluation system that rates software, videos, CDs, on-line resources, and other similar media using criteria developed by the contractor and subsequently approved by the State Board that address both alignment with State Board content standards and technical quality (i.e., ease of access and use). The results of the evaluations are maintained in a web-accessible database.
2. Establish and maintain links to online standards-based learning units or lessons that use the resources identified in #1 above as being in alignment with the evaluation criteria.
3. Establish and maintain a model web site and web server(s) that not only make the evaluations and links accessible to a large volume of users in a cost-effective manner, but also serve as a major promotional center for other statewide education technology services (SETS).

Note 1: Due to pending proposed legislation (AB 701, Pacheco, Instructional materials: technology-based instructional materials) that establishes a similar statewide service, applicants are advised that the California Department of Education reserves the right to not recommend any application to the State Board of Education for funding, regardless of any score it may receive by reviewers, if, in the CDE's judgment, there are reasons for such action.

Note 2: The electronic learning resources review criteria used in this service must be submitted to, and reviewed by, the Curriculum Commission and the Education Technology Advisory Committee (ETAC), and approved by the State Board. The successful applicant must develop the draft criteria and submit these criteria to CDE's Education Technology Office. CDE will forward the criteria to the Curriculum Commission and the Education Technology Advisory Committee (ETAC) for review and comment. Subsequent to that review, CDE will submit the criteria for approval by the State Board. At any step prior to State Board approval, the contractor may be required to perform additional work on the criteria.

Note 3: The members of the required advisory committee must be approved by the State Board before any work is performed with respect to reviewing learning resources, including developing the review criteria. The advisory committee members must include individuals with recognized expertise in content and the State Board adopted content standards. Advisory committee members must be responsible for training all reviewers used in the evaluation process. This training must be conducted in consultation with the Curriculum Commission. Applicants should also note that although the nature of the reviews done under the Learning Resources Service and those done during a State adoption are different (i.e., one is simply a review while the other leads to adoption by the State Board), to the extent possible, the process used by the Learning Resources Service is to be consistent with the adoption process.

Note 4: In the first year of the service, content areas of emphasis for this service must be language arts and mathematics, with history-social science and science having the next highest priority.

Overview

This service identifies and evaluates electronic learning resources (e.g., software, videos, CD-ROM, on-line resources) and also locates and maintains links to standards-based learning units or lessons that use resources found to be in alignment with State Board-adopted evaluation criteria. These two main functions are to be managed as one unit. This ensures operational coordination and oversight.

This service develops and maintains a web-based presence to make the following available: the results of the evaluations of the learning resources in an online searchable database, the links to appropriately reviewed online standards-based learning units or lessons that use resources found to be in alignment with the evaluation criteria, links to all regional CTAP web pages and to all other SETS, and links to other appropriate resources, such as the State Board-adopted content standards and the CDE. Additionally, this service disseminates and markets all other SETS to regional CTAP representatives, county offices of education, districts, schools, and appropriate others, including those who have access to the Internet and those that do not.

A main goal of this service is to visually and logically tie together the results of evaluations of learning resources to unit or lesson plans so those who use this service can view and/or retrieve at “one stop” a “package” that is quickly useful in the instructional setting.

Instructions

In the Service Work Plan, Section IIIC3 of the application, the applicant must address how the service will be delivered to accomplish the outcomes and develop the deliverables described above. At minimum, the successful applicant shall provide in that section, responses to all the prompts included below; responses are to be numbered to correspond with the number of the prompt. All descriptions must specify detailed implementation steps and sufficient documentation of capacity (in leadership, in staff expertise, in technology infrastructure, in fiscal oversight, and in other applicable areas) to allow reviewers to judge the quality of this application against the criteria.

- 1. How will the applicant develop evaluation criteria for submission to the CDE that provide for the review of electronic learning resources to determine alignment with State Board adopted standards and for their technical quality (i.e., ease of access and use)? How will the applicant identify, acquire and evaluate electronic learning resources using the State Board approved criteria in such a manner that the criteria are fairly and consistently applied to all resources reviewed?**

Successful applicants must describe:

- a. the methods that will be used to establish and maintain an advisory committee with recognized expertise in content and the State Board adopted content standards, that will provide ongoing advice on the project;
- b. the methods that will be used to recruit and maintain a panel of appropriate and credible reviewers;
- c. the methods that will be used to develop criteria for submission to CDE that will be used to evaluate alignment with the State Board-adopted content standards, *Standards for Evaluation*

of Instructional Material with Respect to Social Content (legal compliance), and for their technical quality (i.e., ease of access and use);

- d. the method that will be used to train reviewers to fairly and consistently apply the State Board approved criteria in the evaluation of electronic learning resources (this training must be conducted by the advisory committee, in consultation with the Curriculum Commission); and
- e. the differences between the process to be used under this service and the process used in the State adoption process. The review process used in this service will be as consistent with the State adoption process as is possible and appropriate given the different nature of the two reviews.

Successful applicants must describe and be prepared to use a process for identifying, acquiring, and evaluating those electronic learning resources which are commonly accessible, potentially valuable in California classrooms, and available in formats useful to teachers and those responsible for instructional oversight. Successful applicants will describe and be prepared to use a process that includes and seeks out new and emerging electronic learning resources.

Successful applicants must describe and be prepared to use a process for identifying those electronic learning resources which meet the standards established by the Clearinghouse for Specialized Media and Technology (CSMT), which is a unit of the State Special Schools and Services Division within the Education, Equity, Access, and Support Branch, California Department of Education.

The processes used by this service must be developed to include collaboration with other SETS, agencies, organizations, associations, other LEAs, the CDE, and vendors having pertinent expertise. These processes must state the precautions taken to eliminate any real or potential conflicts of interest.

Successful applicants will be rated on the extent to which the criteria and processes used by this service will ensure that electronic learning resources which are commonly accessible and potentially valuable in California classrooms are evaluated in a fair and consistent manner using State Board adopted criteria and a process that is as aligned with the State adoption process as is appropriate given the nature of the two processes.

2. **How will the applicant develop and maintain a web-based presence to make the following available: the results of the evaluations; standards-based online learning units/lessons that use those learning resources and instructional online activities which are rated as being most aligned with the State Board adopted evaluation criteria used by this service; and links to all regional CTAP web pages, all other SETS, the CDE, and other appropriate resources, such as the State Board-adopted content standards?**

Successful applicants must describe and be prepared to use a web-based technology operation of sufficient sophistication and capacity to provide, maintain, and upgrade both the online searchable database(s) plus the required links to online learning activities and other required functions.

Successful applicants will be rated on the extent to which their web-based technology operation contains sufficient capacity and redundancy, both in staffing and infrastructure, to provide

industry-standard online access for a high volume of clients with a minimum of technical difficulties and in a cost-effective manner. Additionally, successful applicants will be rated on the extent to which their process of coordination with other appropriate individuals, organizations, agencies, or vendors strengthens their capacity to design and host an educational web site that employs proven and emerging technologies to the benefit of the client. Successful applicants will be rated on the extent to which their system offers staffed, year-round service and assistance to clients.

3. How will the applicant disseminate information about and market all SETS to regional CTAP representatives, county offices of education, districts, schools, and appropriate others, including those who have access to the Internet and those that do not?

Successful applicants must describe and be prepared to use a dissemination and marketing system that reliably reaches regional CTAP representatives, county offices of education, districts, schools, and appropriate others, including those who have access to the Internet and those that do not. Various media (online, print, and others) must be employed to assure that all target audiences are regularly reached. There must be clear feedback processes in place so that all target audiences may easily return evaluative commentary.

Successful applicants will be rated on the extent of their demonstrated knowledge and skills relevant to dissemination and marketing, through various media, to the target audiences. Successful applicants will also be rated on the extent to which their client feedback process converts evaluative commentary into useful and shared information for ongoing service improvement.

4. How will the applicant identify and, if necessary, produce units/lessons that make use of those resources evaluated as being most aligned with the State Board adopted evaluation criteria used by this service?

Successful applicants must describe its capacity to locate and, if necessary, produce on-line model units or lesson plans to accompany those learning resources and instructional online activities which are rated as being most aligned with the State Board adopted evaluation criteria used by this service. Successful applicants must describe a process whereby any model units or lesson plans developed by this service will be evaluated by reviewers not involved in the development of the units or lesson plans. The evaluation of these units or lesson plans will be completed using the State Board adopted evaluation criteria for this service.

Successful applicants will be rated on the extent to which their planning describes a finished online product that: (1) is user-friendly and (2) is “packaged” to link resources most aligned with the State Board adopted evaluation criteria used by this service with model unit or lesson plans that make use of these resources.

Arranging Discount Pricing and Coordinating Purchasing of State Licenses Statewide Service

Summary of outcomes and deliverables for this service

1. Operate a service for county offices of education, districts, schools, and whenever possible, parents, which arranges discount pricing, licensing rights, and coordinated purchasing primarily for high quality electronic resources and some specialized technology equipment. For the purposes of this project there are three types of "high quality electronic resources." "Content-specific high quality electronic resources" are those digitized resources that have been evaluated by the Learning Resources Statewide Service* and found to be most aligned with the State Board approved criteria. "Productivity tools high quality electronic resources" and "Reference high quality electronic resources" (such as dictionaries or encyclopedias) are resources that are identified by this service as being commonly accessible to local education agencies in California and are recognized by industry to be of high quality.
2. Locate and publicize existing and upcoming statewide purchasing of digitized resources and some specialized technology equipment so that LEAs can "piggyback" on these purchases to their benefit.
3. Operate the service described in #1 above in such a way that first priority in all arranging, licensing, and purchasing shall be given to those producers and products that allow the most comprehensive range of rights for multiple uses (digital video, cablecasting, rebroadcasting, etc.)

Overview

This intent of this service is to consolidate, leverage, and publicize statewide discount pricing opportunities for digitized resources (including software, on-line resources, videos, and other) and technology equipment for county offices of education, districts, and schools.

The emphasis on "digitized" is intended to direct negotiations and expenditures firstly at those items which are available with the most comprehensive rights for multiple uses (digital video, cablecasting, rebroadcasting, etc.) before efforts or funds are directed to items with lesser rights. Licenses will be arranged or purchased for high quality electronic resources when the purchasing of these licenses would make available to schools resources for which a discount price could not be arranged or for which the purchase of a statewide license resulted in the resource being available at a significantly lower price than would be possible through an arranged discount. For videos, priority will be given to securing licensing that permits digital use, cablecasting, and broadcasting. For other items, those with the most comprehensive rights for multiple uses shall be given topmost priority.

This service will create a web-based information system to publicize and offer its arranged discounts, licenses, and purchasing via an Internet web site and other appropriate media (disc, print, or other). The Web site will include the items currently under consideration for discounting, licensing, or purchasing, and those items that have been discounted, licensed, or purchased.

* In the event the Learning Resources Statewide Service is not operational at the time this service begins, another evaluation service may be approved by the CDE. Note that CDE approval will be contingent upon a finding that the evaluation process used by the service is based upon criteria that includes evaluation of alignment with the State Board-adopted content standards, compliance with *Standards for Evaluation of Instructional Material with Respect to Social Content* (legal compliance), and technical quality (i.e., ease of access and use).

All purchases shall be made in accordance with public agency procurement statutes.

Instructions

In the Service Work Plan, Section IIIC3 of the application, the applicant must address how the service will be delivered to accomplish the outcomes and develop the deliverables described above. At minimum, the successful applicant shall provide in that section, responses to all the prompts included below; responses are to be numbered to correspond with the number of the prompt. All descriptions must specify detailed implementation steps and sufficient documentation of capacity (in leadership, in staff expertise, in technology infrastructure, in fiscal oversight, and in other applicable areas) to allow reviewers to judge the quality of this application against the criteria.

1. How will the applicant negotiate for or arrange for discounting, licensing, or purchasing of high quality electronic resources (including software, on-line resources, videos, and others) and technology equipment?

Successful applicants must describe their process of identifying high quality electronic resources, negotiating or arranging for discounting, licensing, or purchasing of digitized resources (including software, on-line resources, videos, and others) and technology equipment. This process must include collaboration with the CDE, other SETS, agencies, organizations, associations, other LEAs, and vendors having pertinent expertise. The process must state the precautions taken to eliminate any conflicts of interest in the negotiating and arranging processes.

Successful applicants will be rated on the extent to which their system is designed to maximize access to high quality electronic learning resources. Successful applicants will be rated on the extent to which their system is designed to give priority to resources with the most comprehensive rights. Successful applicants will be rated on the extent to which their system offers staffed, year-round service and assistance to clients.

2. How will the applicant develop a system of locating and publicizing “piggyback” purchasing of these digitized resources (including software, on-line resources, videos, and others) and technology equipment across the state?

Successful applicants must describe a process to be used that locates and publicizes appropriate purchases by LEAs statewide that permit other LEAs to “piggyback” onto that purchase and thereby gain the benefit of that pricing structure.

Successful applicants will be rated on the extent to which their system involves other statewide groups, agencies, and organizations (such as but not limited to the State of California and CDE resources, CASBO, CMAS) in the design and operation of a process to identify and publicize purchasing opportunities statewide in a timely and accurate manner.

3. How will the applicant develop and maintain a web-based presence to make the following available: (1) a description of the processes used to deliver this service; (2) the items currently under consideration for discounting, licensing, or purchasing; and (3) those items that have been discounted, licensed, or purchased?

Successful applicants must describe a web-based technology operation of sufficient sophistication and capacity to provide, maintain, and upgrade both the searchable database(s) that are easily accessible and usable online plus the required links.

Successful applicants will be rated on the extent to which the online system planned is of sufficient sophistication and capacity to provide, maintain, and upgrade both the searchable database(s) that are easily accessible and usable online. Successful applicants will be rated on the extent to which the online system is tied to other purchasing-based operations, services, functions, and groups so the client user may quickly locate the items to be purchased and be directed to the most cost-effective means to acquire them.

4. How will the applicant disseminate and market the results of the discounting, licensing, and purchasing to all appropriate clients (CDE, regional CTAP representatives, county offices of education, districts, schools, and appropriate others, including those who have access to the Internet and those that do not)?

Successful applicants must describe a dissemination and marketing system that reliably reaches the CDE, regional CTAP representatives, media coordinators, county offices of education, districts, schools, and appropriate others, including those who have access to the Internet and those that do not. Various media (online, disc, print, and others) must be employed to assure that all target audiences are regularly reached. There must be clear feedback processes in place so that all target audiences may easily return evaluative commentary.

Successful applicants will be rated on the extent to which the system that is planned can reach all target audiences, with an emphasis on on-line access for the clients who are most likely to take advantage of the discounted pricing and licensing. Successful applicants will be rated on the extent to which the proposed feedback process will yield unbiased feedback and the extent to which this feedback will be used to implement improvements to the system.

Applicant's Checklist

Due by Wednesday, August 18, 1999 – Submit 1 copy and 1 original

- ☐ Intent to Submit (Form SETS-A)

Due by Wednesday, September 1, 1999 – Submit 15 copies and 1 original

- ☐ Application Title Page (Form SETS-B)
- ☐ Drug-Free Workplace Certification (Form SETS-C)
- ☐ Service Work Plan
- ☐ Professional Staff by Project Activity (Form SETS-D)
- ☐ Budget Forms (Form SETS-E-1 and SETS-E-2)
- ☐ Organization Chart (label as Attachment 1)
- ☐ Resumes for professional personnel and/or prospectus for project staff to be hired (label as Attachment 2)
- ☐ Disabled Veteran Business Enterprise Participation Goals (DVBE) (Attachment 6 from the application package). Note that this attachment includes the following items that must be returned as follows:
 - If the DVBE goals have been met:
 - ☐ Attachment B
 - If making a good faith effort:
 - ☐ Attachment B
 - ☐ Attachment C
- ☐ Nondiscrimination Compliance Statement (Std. 19) (Form SETS-F)

COMPLIANCE WITH DVBE PARTICIPATION GOALS

In order to be responsive to this RFA, the bidder must comply with either 1. or 2. below. (Please check 1. or 2. as applicable.)

___ 1. "Meeting the goal":

___ Commit to using DVBEs for not less than 3 percent of the contract amount; or

___ The bidder is a DVBE and will use its own resources for not less than 3 percent of the contract amount.

Compliance with "meeting the goal" shall be certified by completing the Summary of Participation sheet (Attachment B). Each proposed DVBE must include a copy of the certification letter from the Office of Small Business Certification and Resources (OSBCR).

___ 2. "Making a good faith effort" to meet the goals by doing all of the following: (Please complete Attachments B and C and include a copy of the certification letter from OSBCR for all DVBEs listed on Attachment B.)

- a. Contact the California Department of Education's Contracts Office at (916) 322-3050 for assistance in identifying potential DVBEs that could provide goods/services applicable to this contract;
- b. Contact other state and federal government agencies and local DVBE organizations to identify potential DVBEs which could provide goods/services applicable to this contract (see Attachment D);
- c. Advertise in trade papers and papers focusing on DVBEs at least fourteen (14) calendar days prior to the due date for the proposal;
- d. Send solicitations to DVBEs potentially qualified to provide goods/services under this contract with sufficient lead time to allow full consideration of responses; and
- e. Fully consider responses from DVBEs for participation in this contract.

Compliance with "good faith effort" shall be documented by completion of Attachment C indicating dates, times and contact names for the agencies contacted; names of papers used and dates of advertising and a copy of the advertisement; names of potential DVBEs solicited and the date(s) of solicitation; and names of those considered for participation and, if applicable, the reasons for non-selection. In addition, compliance requires completing the Summary of Participation Sheet (Attachment B). Each proposed DVBE must include a copy of the certification letter from the OSBCR.

Attachment B shall include the name and the location of the place of business of each subcontractor certified as a disabled veteran business enterprise who will perform work or labor or render service in

connection with the performance of the contract and who will be used to fulfill the disabled veteran business enterprise participation goal. The bidder shall list only one subcontractor for each portion of work identified by the bidder.

Final determination of either “goal attainment” or “good faith effort” by the bidder shall be at the sole discretion of the CDE.

Note: Attachments A-D of this attachment are not included in the electronic version of the RFA posted on the CDE Web site. To obtain these attachments, contact the Education Technology Office at (916) 323-5715.